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Short Term memory

History of the Term proves it's evolutionary



Strum, strum, strumming on his guitar, this man takes a break from class on the grass, on a blanket. Or maybe he didn't have class today.

Rastko Kovacevic photo.

by David Kociemba

Initially, Short Term was created to get rid of Bates College students, not to keep them here. Now, students lie, cheat, and even work to add an extra five weeks to their academic calendar.

In 1966, President Charles F. Phillips inaugurated "The 4/3 Option," which created a third semester and shortened the other two semesters by a combined total of one month.

Phillips initiated this program to deal with the increased volume of students entering higher education and to give students a head start entering the job market after graduation.

Principally, however, he pushed for creating Short Term to give students the option of completing their academic careers in three years. Only one year later, however, Phillips allowed a limited number of four year students to attend the third semester.

During the initial short term, 111 students took three classes, selected primarily from those offered during the other two semesters. Students were in class for a maximum of nine hours a week, but did have to attend classes on Saturdays, at that time another selling point for students. Courses had the same number of classes in each semester, regardless of its length.

"[Short term] has permitted each department to introduce innovations not feasible in a traditional two-se-



This student reads an assignment on the quad. Homework? Why yes, though Short Term's fun in the sun, work's still to be done. Ha! *Sean Doherty photo.*

mester system," President Thomas Reynolds wrote in his first annual report in 1968. He also cited the increased opportunity for off-campus study, research and other individual work in the eight week semester.

But by meeting the needs of the nontraditional students, Reynolds argued, an unnecessary burden was placed on those wishing to graduate in four years, as five courses were crowded into a newly shortened semester.

To solve this dilemma, Reynolds proposed reducing the number of courses required per semester from five to four. He compensated for the

missing class hours by requiring all students to take a Short Term unit (STU) twice during their college career. He also reduced the length of Short Term from eight to six weeks in 1970.

Early in Reynolds' term, Short Term emphasized the provision of the opportunity for off-campus and innovative courses, enabling students to concentrate on one academic field, and to make up failed courses. Short Term was also designed to enable poorly prepared students to take reduced course loads in the other two

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The Inside Scoop

Wednesday, May 1, 1996

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Time for a media slam. Gotta love it! What you may never have thought about greets you in the forum section, as usual.

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Ever been to the Maine Mall? Beats the Auburn Mall hands down. You'll have to venture to Portland to stroll this mecca.

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Short Term brings out the sports beast in everyone, it seems - even the non-athletes on campus. Get fit with them, and Boccie, in

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Faculty views on Short Term

Dean Carignan endorses service learning

by Tina Iyer

It is not only the students and the faculty who are giving thought to the idea of Short Term and what it is to both the individual and the College as a whole. For Dean of the College James Carignan, Short Term holds the possibility for a wide variety of invaluable experience, and he has therefore asked each department and program to add a unit to their current listing of offerings, courses in which service-learning components are integral.

"What this [the idea for additions to the curriculum] comes out of is my understanding of the intentionality of Short Term," said Carignan. "Short Term provided an opportunity for experimentation in teaching and learning."

The initial objective of Short Term was, Carignan continued, "...to engage students and faculty in one thing ... a focus of energy, intellectual activity, scheduling, size, location." Carignan explained that Short Term offers more freedom for students and teachers than is available during the regular academic year, which is burdened by "a multitude of constraints."

Although the success of Short Term is disputed, Carignan retained a positive outlook regarding Short Term and the ideals it is meant to uphold. He admitted, "I still think that concept...has great promise... [even if] the history has been disappointing."

As a method of turning some of the disappointments of Short Term into successful ventures, Carignan proposed that all departments offer the student population more options in their course selection.

If every department and program were to add a unit with a service-learning aspect, the courses would then enact the Short Term ideal by "... advancing pedagogy ... that seeks to connect theory and practice," Carignan stated. These courses would help the Bates community "recognize Short Term as a place for experimentation," claimed Carignan, who feels that the incorporation of service learning into the Short Term curriculum is currently underutilized.

Short Term units combined with outreach would enable students and professors to be immersed in the subject matter, both in text and in reality. Carignan mentions the possibility of making it a graduation requirement for every student to participate in at least one service-learning oriented unit, but says that this thought is no more than a possibility.

Carignan said he hopes to elicit comments and criticisms on his idea from all members of the campus community; it is his hope that the implementation of service-learning into Short Term would fight some of the current negativity concerning the Short Term atmosphere. "Short Term needs to have its validity; the effectiveness is in teaching and learning."

Faculty members talk about virtues and vices

by Tina Iyer

Short Term has become, regardless of whether or not the happy, sun-kissed student body knows it, a truly volatile issue for the faculty and the administration.

Over the course of the past few decades, short term has evolved from an eight-week long term that was designed for students who intended to graduate in three years to a six week term to the current five week unit.

Originally, Short Term was meant to be a time of experimentation, for both faculty and students. It has since become a source disillusionment for some faculty members who feel that the general attitude of students during Short Term is inconsistent with the sort of units that they desire to teach.

While many students feel that after two semesters of hard work and cold weather Short Term should be a time for relaxation and fun in the spring, faculty members are still expected to design and execute well-thought out and taught classes. Professors do not get to mellow out in the same manner as students.

Nonetheless, other professors find that the endless possibilities for different types of learning experiences engendered by Short Term have a worth that is sustainable. Given the right course, they believe, students can and will perform in a way that is beneficial to all involved.

Throughout the years, faculty have debated the issue of whether or not to get rid of Short Term, or merely to change it.

If it is changed, how should it be changed? While some faculty want to obliterate Short Term, others who stand by the Short Term ideal of experimentation feel that it simply needs a good rethinking. Some want to add different dimensions to the idea of Short Term curriculum.

An all-faculty e-mail was sent out asking for responses, comments, and criticisms about Short Term which could shape the content of this article. Of the few responses that were received, all were positive in their outlook on Short Term, although each response had its reservations. Most professors seem to have the most glowing words for Short Term units that are conducted off-campus or are highly intense in nature.

Professor of French Richard Williamson, who is currently leading a Short Term of intensive French language study in Martinique, said before leaving Bates, "It is incredibly difficult and challenging to prepare a good Short Term unit after the busy two regular semesters. Nonetheless, in my experience the most successful Short Terms have involved study abroad or an on-campus unit that allows for much independent work. Students seem to have adequate intellectual and physical energy for the first three weeks of Short Term, but then fatigue sets in and they become less enthusiastic. I have tried to plan my units with that in mind. What is most advantageous about the Short Term is

the concentrated focus on one subject: Students are able to become much more profoundly involved in the subject (if they wish) than during the semester. Finally, I think that we (faculty) need to be as creative as we can in organizing units: they cannot be a mere five-week version of a normal semester offering," Williamson concluded.

Williamson's idea of the benefits of a demanding unit are echoed by Associate Professor of Physics John Smedley, who remarked, "I'm currently teaching Electronics, Physics S30, which is a lab intensive course, and it works especially well during the Short Term because students have so much time to work at it."

The potency of a Short Term class, be it on or off campus, is not simply due to the rigor of the course, but also because, explained Gene Clough, lecturer in Geology, "... for that five weeks, the students and faculty involved can have a wonderful, intense, 'we're all in this together' kind of experience. That does not always happen, but it has happened to me too often for me not to believe it can[not] be done."

According to Clough, the ideal Short Term unit would conform to the following philosophy: "My model is this: I think a person should enroll in a Short Term unit by saying to him- or her- self 'Perhaps not forever, but for the next five weeks, I am going to 'drink from a firehose' [of this] particular subject. I am going to do everything I can to learn as much as I can about what people in this field do and how they live their lives. I am going to do my best to forget about whatever else is going on that is unrelated to my mission. Even if I am on campus, I am going to be just as concentrated as if I were in a van travelling around in the field where I could not escape from the subject, or if I was alone in a non-English speaking country where I had no choice but to learn the language.'"

Clough said his outlook is not a unique one in educationally immersive settings. "[It] is, after all, the model which is used in summer intensive language institutes, and I think it can be applied to anything. Note the way I began by saying 'perhaps not forever'. I recognize that many/most people in a short term will NOT choose it as a career field. But for that five weeks, I expect the same level of devotion."

Clearly, Short Term is a long way from disappearing; it offers too much to those who have experienced its many strong qualities. Although this five-week unit may require a makeover, reconstructive plastic surgery is not necessarily the answer.

Short Term, or at least the ideal upon which it is based, is still salvageable. Encouraged Clough, "[F]aculty, get out your fire hoses, and let's (to use Dean Crunkleton's phrase) 'turn up the intellectual temperature' around here. I do not defend it willy-nilly and can easily imagine myself helping to vote it down in favor of other calendar possibilities. I do hope that some possibilities for drinking from a firehose will be preserved."



The Bates College Alumni Council

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Coming soon ...

- "Life After Bates" guide for the Class of 1996, sponsored by the Alumni Council for Bates students and recent grads.

- May 15: Read "The Bates Student" article on the services the Alumni Council provides for Bates students and alumni.

So, what are you doing during Short Term?

Bates hosts second Ben Mays Institute

by Gabe Fried

If you think that real life is like The Real World, think again.

From May 12-19, Bates will house an intriguing sort of living situation.

Students and faculty from Morehouse and Spelman Colleges in Atlanta, Georgia, will visit campus as part of the Ben Mays Institute, named after the celebrated Bates alumnus. Four students each from Bates, Morehouse, and Spelman will spend the week engaged in seminars led by representative faculty from each school, and living in Webb House where they will "live together, eat together, and talk together," according to Bates participant Jeremy Root '97.

Morehouse, an all-male school, and Spelman, a women's college, are among the most prestigious liberal arts institutions in the country, and are noteworthy for their almost entirely African American student bodies.

Root, who spent his 1995 Fall semester at Morehouse, said he is excited to resume his experiences of being among people from different academic settings.

"I'm doing this because I want to continue what I began last semester. [Morehouse] provided me with

an intellectual setting which was enlightening, affirming, [yet] challenging."

Bates' other participants include juniors Jennifer Weiers and Shankar

lege is represented by Professor of Rhetoric Robert Branham and Associate Professor of Psychology Georgia Nigro, both of whom are currently in Atlanta, meeting with their Morehouse and Spelman counterparts.

Mary Hunter, professor of music at Bates, was the sole Bates faculty coordinator during the Institute's inaugural program last year. Hunter said that the students' interaction begins with Ben Mays, but is not limited to this important figure.

"[Mays'] life provides a relevant and convenient jumping-off point," she said, "[but] I don't think the purpose of the Institute is to eulogize Ben Mays. Students engage seriously about issues that are important to them. The objectives aren't more explicit than that."

Root agreed. "I don't know what the explicit objective would be," he said. "It's a chance to get students together, just to chat and to share history."

Although Hunter suggested that the students did more than chat last year—staying up until nearly dawn, debating fiercely over diverse issues—she commented that the reaction among Bates students was universally positive.

"They were ecstatic to have had

the opportunity to have discussions with people who made different educational choices that they had. The differences of Bates students from those who choose to attend a single-

"It's really something to be immersed in thinking and talking like this. It's a good way to get in contact with the world."

Participant
Jennifer Weiers '97

sex, predominantly black school are enormous," Hunter said.

While Root has some experience in dealing with these differences based on his term at Morehouse, other Bates participants may not. This, however, does not seem to prompt any apprehension, at least from Weiers.

"I'm really excited about [the Institute]," she said. "It's really

something to be immersed in thinking and talking like this. It's a good way to get in contact with the world."

Many of Weiers' reasons for participating in the Institute were similar to Roots'. "I'm doing it because we have a lot to learn from each other. I'm expecting to learn and to get to know people and to be challenged," she said.

At worst, it will be an interesting week for all involved. At best, it could be enlightening, as Root explained. "There are so many myths we accept without ever knowing we're accepting them." The week, he said, will provide an opportunity to acknowledge and address these myths.

The week itself seems loosely planned, mostly because there is the sense that the students' interactions should dictate the direction in which things progress. Weiers admitted that Bates' participants have little awareness of how the time will unfold. According to Hunter, however, what matters more than the week's scheduled activities are the dialogues that will develop among the students.

"The students are left alone to find out what [they] need to talk about," said Hunter. "It's a unique opportunity."

Short Term's function continues to change

Continued from Page 1

semesters.

In 1971, the faculty passed a resolution requiring all seniors to enroll in a Short Term course in their major department. Their stated aim was "to provide some sort of exciting, summarizing, culminating experience in the major field."

This peak experience proved to be an abysmal failure, however, as a result of "senioritis," soaring faculty to student ratios, and the fewer number of classes in the six week semester. And so, just one year later, the senior Short Term was eliminated at the request of the Educational Policy Committee. In addition, grades from Short Term courses could not be counted towards computing quality points or grade point average.

There was unanimous and vocal opposition from the student body toward the EPC's proposal, which heavily influenced the shape of Short

Term today.

At the EPC's open forum, students argued that the only provision for students with unforeseen academic difficulties was to petition the Academic Standing Committee. This alternative elicited such opposition from the student body due to "a general mistrust of this committee," according to an Oct. 26, 1972, article in The Bates Student.

That article went on to note that "it was felt that legitimate student ex-



Ultraviolet, electromagnetic, and infrared rays bombard this woman in the quad. Short Term sunbathing is hot, hot, hot!

Sean Doherty photo.

ceptions to the four course load requirement i.e. thesis, honors thesis, double majors, and off-campus com-

or extracurricular work. In 1979, the faculty eliminated the 30 credits/3 STU option.

munity involvement, would be refused once these pleas assumed proportions approaching a majority of the student body."

Many students prior to the proposal had opted for the option of taking 30 courses and three Short Term units, rather than 32 courses and two STUs, to handle unforeseen academic difficulties or to schedule additional time to excel in academic

By the mid-seventies, the EPC began to express concerns about the academic rigor of Short Term. Twice, in 1979 and 1987, the faculty voted down proposals to include grades from Short Term courses in the computation of grade point average. Both times, student opinion was strongly against the proposal.

The 1987 proposal came in response to the "concern within the faculty that too many students do not take short term seriously," said Carl Straub, then dean of faculty, in a 1987 meeting with the Representative Assembly.

Short Term has had a contentious history, as the administration's, the faculty's, and the student body's interests collide when policy changes affecting it are discussed. President Phillips' "pioneering" program is still controversial today, and its troubled history has left no doubt that debate still awaits its unresolved issues in the future.

"Tell the truth but tell it slant." --Emily Dickinson
Catch every story's interesting angle in The Bates Student.

Bates senior receives Watson fellowship

Biology major will spend year in Ecuador, Peru and Mexico.

by Josh Popichak

Each year, approximately 900 college seniors preparing to graduate from 50 of the nation's most selective small liberal arts colleges and universities apply for an often-overlooked academic scholarship known as the 'Watson.'

Overshadowed by the prestigious Rhodes, Fulbright, and MacArthur scholarship programs, Watson fellowships have been awarded annually by the Thomas J. Watson Foundation since 1968. The Foundation, with headquarters in Providence, R.I., is a nonprofit organization founded in memory of the pioneering businessman who headed IBM for a good part of the twentieth century.

In considering the proposals of the 180 applicants who have sur-

vived the initial phase of the selection process, which includes nomination by their respective colleges or universities, the Foundation endeavors to recognize the creativity, resourcefulness, and personal passion for an unexplored topic or issue as it is presented by its applicants.

Approximately one third of these nominees are ultimately awarded Watson fellowships, following a lengthy interview process conducted by the Foundation's small staff as well as alumni of the program. This year, Bates College is fortunate to be able to count one of its own as a member of the select group of accepted scholars.

Rachel L. Henault, a senior biology major, will spend the next year in Ecuador, Peru, and Mexico, where she will study tropical rain forest plant products as a sustainable source of income. Henault, of

Naugatuck, Conn., plans to use her \$16,000 grant to explore the manner in which conservation strategies affect the individual residents of these countries, many of which are economically dependent on the rain forests.

A graduate of Holy Cross High School in Waterbury, Conn., Henault is a devoted conservationist. She spent a junior semester abroad studying the use of land and labor in the banana industry in Belize, and is currently at work in Costa Rica, where she is focusing on the goal of increased biological conservation as part of a Bates short-term unit.

"I am interested in strategies incorporating biological, economic, and scientific reasons with cultural sensitivity," stated Henault, who noted that her work in Belize led her to broaden her scientific inquiry of plants to include the areas of human ecology and economics. "It's important to investigate all the elements," she said.

Henault's thesis adviser, biology professor Sharon Kinsman, cited her "committed interdisciplinary and



Watson fellow Rachel Henault

Photo courtesy Newsbureau.

Henault will depart for Ecuador in late May, following graduation. Once she leaves she will be on her own. All that the Foundation requires of its fellows are quarterly updates and a final report to be submitted upon their return. They are not permitted to reenter the United States or to become affiliated with any organizations during their year abroad, measures designed to promote focus, while allowing them to develop the self-reliance that is one of the program's major goals.

According to Professor of History Dennis Grafflin, the Thomas J. Watson officer for Bates and the chair of the College's Watson committee, the fellowship program "is unique in its concern for giving recent college graduates an opportunity to develop a deep personal interest anywhere else in the world, outside the framework of academic or occupational responsibilities. It is the most long-term sort of investment in human capital, seeking to expand its fellows' sense of their own capacities as people who will lead and change the world," Grafflin said.

international view, her extraordinary eagerness to learn and live, her senses of fun, of wonder, of moving onward" in describing the student by whom she is "inspired." She is "a remarkable young person," concluded Kinsman.

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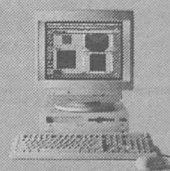
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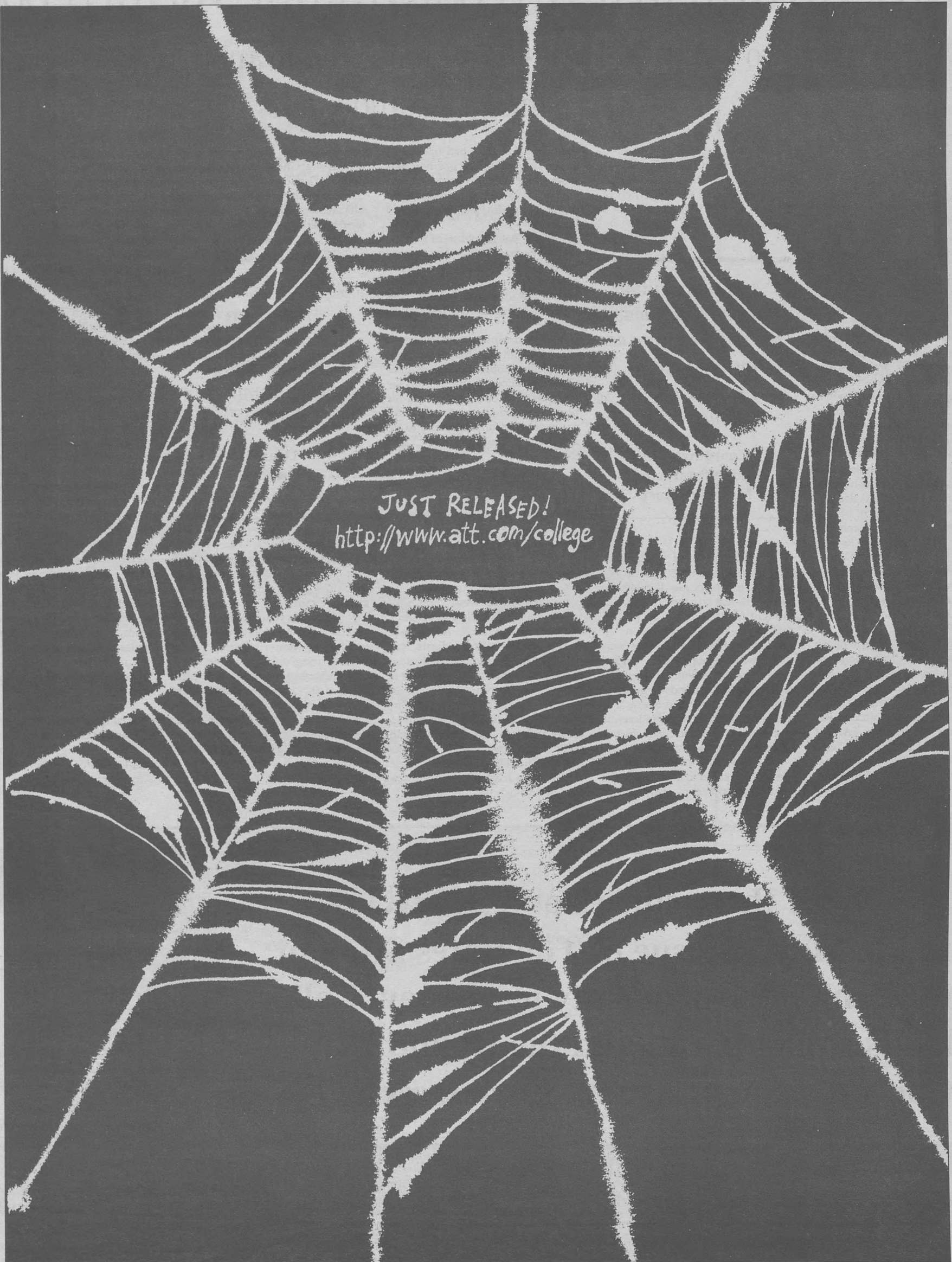


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Multicultural affairs coordinator vacates post

After two years, Melanie Ghosh moves on to another school
... as a graduate student

by Ellen Scheible

Besides students who will be returning in the fall for another year of their Bates educations, there will also be many faculty and staff members coming back for another academic year. Melanie Ghosh, however, who has acted as the coordinator of multicultural affairs for the past two years, will not be among those returning to campus.

Ghosh was the first person to hold the position of coordinator of multicultural affairs, and will be vacating the position to further her education in graduate school. "I will be attending Stanford University in September," stated Ghosh. "My concentration will be in international and intercultural education."

The College is actively searching for candidates to fill Ghosh's position. Advertisements and deadline dates have been placed in various newspapers, and a search committee, with three students among its eight members, has been formed. Ghosh's replacement is expected to be hired for the position before the beginning of this summer and will be begin work in August, the date when Ghosh will be leaving.

Before coming to Bates to fill her current position, Ghosh spent one year in California working in San Francisco at the Asian American Theater Company and serving as a board member of the Women of Color Resource Center in Berkeley. "After I graduated from Bates [in 1993], I was working with a nonprofit organization in San Francisco," said Ghosh. "I was not really working directly

with people."

"My greatest rewards and passions have come from working with students," noted Ghosh, when reflecting on her time spent here at Bates.

*"Any contribution
I hope I have made
lies within acting as
an advocate, a
resource, and an
educator."*

**Coordinator of
Multicultural Affairs
Melanie Ghosh**

Ghosh's position was created "around this time in 1994," explained James Reese, associate dean of students. The need for the position was brought to attention by a "protest that was held in the admissions office," stated Reese. The protest was staged with the hopes that a "higher percentage of students from underdeveloped backgrounds [would be] admitted to Bates," said Reese. Forums were held and a suggestion was made, by a student, to create the position that Melanie now holds.

After deliberating the idea, the President decided to incorporate the position into the staff. "The

multicultural center had opened in January, so when the position was proposed it was also proposed that the person would be the coordinator of multicultural affairs," stated Reese.

Many Bates graduates applied for the position. Out of graduates involved in multiculturalism, "Melanie was one of the strongest people in the field," said Reese, "and Melanie brought experience with her."

The administration plans to change slightly the title of the position before another person assumes Ghosh's station. "Largely from the work that [Melanie] has done, the position is going to go from coordinator of multicultural affairs to director of multicultural affairs," said Reese.

"Initially we looked for someone out of school. A B.A. was fine," explained Reese. "Now we are saying that a Master's degree is preferable and a few years of experience in the field."

"The change is recognizing that there are many aspects of many levels affecting multiculturalism at Bates," explained Reese, "and a director would have more experience than a coordinator." As Celeste Branham, dean of students, explained, "We are acknowledging that Melanie was doing what a director might do with a coordinator's title."

"As the first coordinator of multicultural affairs, I have had to create this role and office," Ghosh said. "Initially established as a position with limited scope, the position is now fully recognized by the college on a much broader scale," ex-

plained Ghosh. The multicultural center, via Ghosh's organization, now has "a budget, center assistants, a summer intern, a newsletter, and a full calendar of programs and long-term projects," stated Ghosh. "These

*"One of her most
important
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been to bring
multiculturalism to
the fore."*

**Dean of
Students
F. Celeste Branham**

are things people can point to, but for me, any contribution I hope I have made lies within acting as an advocate, a resource, and an educator."

Ghosh has visualized her future well into the next ten years. "After earning my Master's degree, I plan on exploring options within nonprofit organizations focusing on educational access for women of color and multicultural affairs in educational institutions," Ghosh explained. "Eventually, I envision pursuing a Ph. D., while continuing to work around issues of social justice in education."

During the short time she has

been here, Ghosh has made a strong impact on the Bates community, according to Branham, explaining that "one of her most important contributions has been to bring multiculturalism to the fore." Ghosh's influence has been reflected in "her work within departments to try and bring about a commitment to [multicultural] issues," Branham continued.

Although Ghosh is leaving Bates, she will continue to pursue the goal she has set for herself. Branham explained, "It's a significant loss for us but it's a wonderful opportunity for her."

"She has set herself to be at the heart of the multicultural forefront in the future," stated Reese, "and I think she's done a great job and has highlighted to most people on campus how important these issues are."

By working at Bates for the past two years, Ghosh said she has gained more than she could describe from the experience. "It is an impossible question because I could give you hundreds of examples both on a personal and professional level," explained Ghosh. "Although I have gained substantial experience working with staff and faculty, I consider my commitment to the students as an adviser and activist my most important responsibility," Ghosh stated. "This is where I have learned the most."

"My role as coordinator of multicultural affairs is at once challenging and invigorating, frustrating and exhilarating, and always my greatest source of inspiration," said Ghosh.

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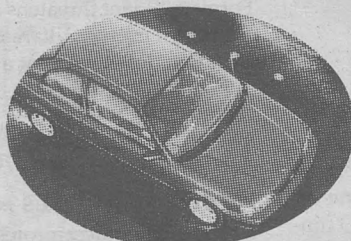
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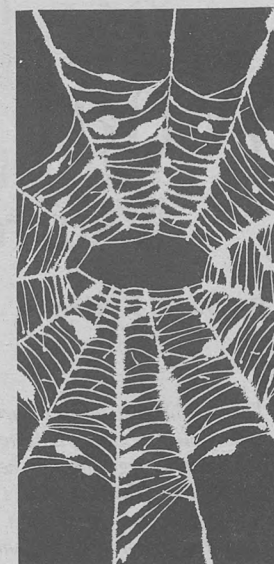
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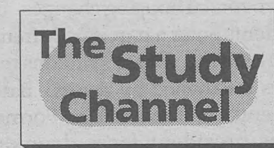
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² To qualified customers through the Toyota Motor Credit Corporation: 1) Graduate, within the next six months, from an accredited four-year college, university, or registered nursing degree program; graduate from an accredited two-year college; or be enrolled in an accredited graduate degree program. In all cases, you have one year from receipt of your degree to take advantage of the program. 2) Acquire a verifiable job offer that will begin within 120 days of your purchase, with a salary sufficient to cover ordinary living expenses and vehicle payments. 3) Show proof of insurability. 4) Have no adverse credit history. See your participating Toyota dealer for details. Similar program available in AL, FL, GA, NC & SC thru World Omni Financial Corp.. Not available in HI.
³ \$500 incentive is available with any other Toyota offer. Simply call 1-800-GO-Toyota and ask for "College" to receive your certificate. Offer is valid on the purchase or lease of any new 1996-1997 Toyota vehicle and ends September 30, 1996. ©1996 Toyota Motor Sales, U.S.A., Inc.



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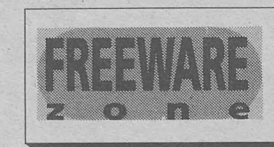
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RECYCLE THIS NEWSPAPER

Weekend weather
 SATURDAY: OK, WE'VE BEEN
 HEARING BAD RUMORS
 ABOUT GIANT PEACHES.
 LOOK OUT FOR LARGE BUGS.
 SUNDAY: SAME, BUT WORSE.

Features

Wednesday, May 1, 1996

What a long, strange trip it's been... A surreal chronology spanning sex, lies, and historical headlines

By David Kociemba

This is a history, albeit a surreal one, and as such it attempts to tell a story of Bates College through headlines in The Bates Student. The trail begins with first-year orientation, i.e. beer and the administration's attempts to make sure you don't get one. Within the subject matter, the path is chronological:

Yakkety Yak, Newman's Back (editorial). Destructive drinking an increasing phenomenon. Students face new sanctions under current alcohol policy.

Lighting up in public: do smokers have rights? Student extinguishes flaming mattress. Drug paraphernalia seized in Page Hall. The day I realized the Quad trees

Small House. Local resident trips over the Bates campus. Light up or leave me alone.

The art of defacing campus houses. Life safety officer destroys bike rack to save lives. Revellers hack away at College house. First-year found guilty of improper gun storage. Local resident beaten on Frye St. Bates professor held at gunpoint in his own home. Students and town residents come to blows last weekend. Student batters the competition at Toughwoman Contest. Local resident arrested after Bates altercation. After the game: pent-up emotions erupt as chairs fly, fire ignites. Former student threatens administrators. First-year karate champ won't go down without a fight.

Bill residents enter a narcissistic frenzy over housing.

Policy changes mandate that kegs receive prior approval. Administration adopts controversial housing changes. Bill residents enter a narcissistic frenzy over housing. Roger Williams residents threatened by deans. Bates students fight over keg. Former Bates president faces drunken charge with BAC of .27. Maine passes new alcohol use policies.

were fake. The stewards of twilight: An eye-opening look at nocturnal personalities. Forrest Hemp: Hempstock festive in rural Starks, Maine attracts thousands. Lewiston PD confiscates drug paraphernalia at

Funding: Pay for pornography yourselves (staff editorial). The oldest profession remains strong in Lewiston. Alleged

Life safety officer destroys bike rack to save lives.



Rate yourself ... if you rate. Fanatic feminists can flirt too. **SEX SEX SEX** (one last plug).

Asbestos residue forces Libbey closure. It's all right ma - I'm only standing (at limited enrollment). Students avert life-threatening situation, save elderly man. "I sold my spleen for that anatomy textbook" and other outrages. JA fights freeze, flash floods.

SEX SEX SEX
 (one last plug).

peeper reprimanded outside Page. The seamy underbelly of Valentine's Day: Love, Bates style. There is nothing wrong with being a feminine feminist. An "Ordinary By"

Student author explores emasculation. The XYZ's of flirting at Bates. Masturbator remains on the loose. The crush. Marshmallow Fluff and the Commons scope scene

Sexist e-mail from Cornell University men sparks fury on campus. <http://www.cornell.edu/ignorant/sexist.flame-at-will>.

Hey Missy! A magazine for unempowered, undereducated, unimaginative, sex-starved Girlz. The Battle for Beauty: How to become one of the pretty Girlz, even if you're not.

Recent graduates: Love Bates, but only have two months to live?

Bates regains spot in top 25 of U.S. News survey. Bates opens with highest enrollment in college history. Bates falls out of the top 20 in U.S. News college rankings. Bates regains top 20 position in national U.S. News poll. Bates rises in rankings.

World turns into handbasket, on way to hell. Film at eleven.



Wrecking havoc, creating mahem, and finally winning a football game: how sweet it is!

file photo

An (a)typical romp across campus

Bryant Gumbel, 'the Green Emu', Michael Jordan, Bates... and Barney

by Gabe Fried
and Sebastian Sosman

The following represents a typical Bates College tour guide and a typical Bates tour.

JOHN: Good morning. My name is John Flannel and I'll be your tour guide today. Whoops. (stumbles over curb in front of admissions while attempting to walk backwards and chew gum at the same time. Is run over by security bike). How ya doin' Bill? That's Bill, he works for security. You better get used to falling down if you're going to come to school here. The spring thaw doesn't usually set in until graduation. 'Sides, who can stand up when you're constantly making midday trips to the local tavern, "The Green Emu." Any questions so far?

Nervous Boy: Yeah. What's that place over there?

JOHN: That's Swilliken house. That's were lots of cool "keggers" used to happen, before the administration cracked down on drinking. Now you're lucky if upper-classman will let you lick the brewski off their Timberlands after a late night at "The Emu."

Nervous Boy's Mother: I have a question: does Bates have any famous alumni?

JOHN: Uh... you ever heard of Adam Fifield?

Nervous Boy's Mother: No.

JOHN: How about Michael Jordan?

Girl: Didn't he go to North Carolina?

JOHN: No, that was Bryant Gumbal. Jordan played ball in that gym right over there. And, uh, right over there is Salman Rushdie Archives.

Girl's father: Heh heh, I might need a new prescription for my glasses, but doesn't that say Muskier ar-

chives?

JOHN: (bumps girl's father, knocking his glass to the sidewalk, shattering them) No. If you look that way, you'll notice our football team giving their all over their on Bates' top-notch multipurpose athletic field. They defeated arch-rival Bode-ham earlier this season.

Son of rich alum: The score says 764-3. They're getting the bag kicked out of them. I saw some players actually fleeing the field.

JOHN: Shut up or I'll beat you about the face and neck with a wet

noodle! I mean... yeah, that always happens when they play Notre Dame. I must have misread the scoreboard. Other questions?

Son of son of rich alum: I want to be an architect. What does Bates offer?

JOHN: Paradigmatically, the hegemony you're intimating indicates your state of senescence is severely advanced. I cannot answer your question, although I will concede that all views are equally valid and that you are my brother in aca-

demic arms. Next?

Newsweek reporter: Yes, I'm curious if your school's recent plummeting in the annual college rankings is indicative of the intelligence of its current student body. Could you please name for me six state capitals?

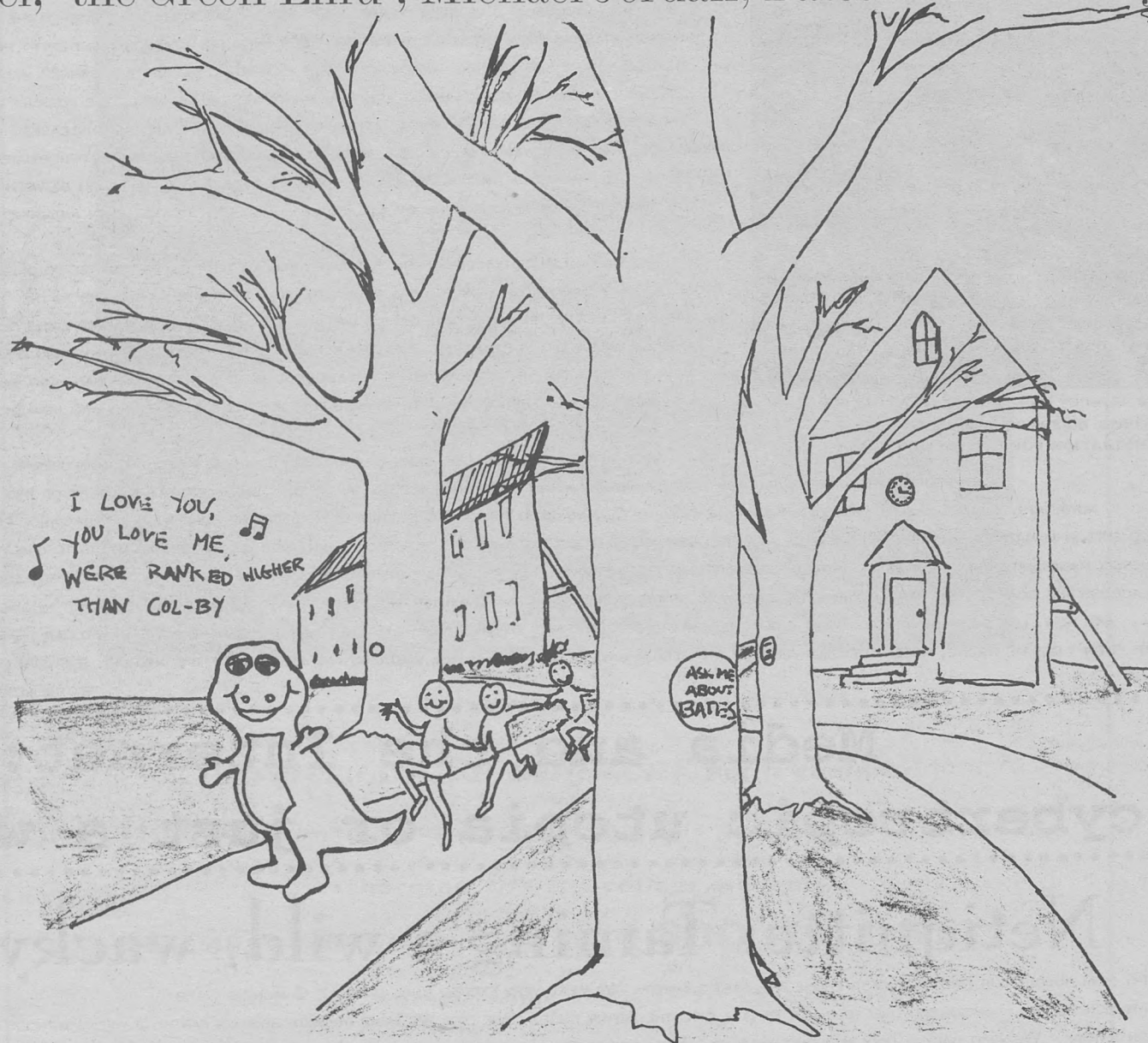
JOHN: Uh... Dedham... Swampscot... Dorcestah... Woostah... uh... how many is that?

Newsweek reporter: Thank you very much.

a Sebastian Sosman cartoon
JOHN: Well, we're just about done with our tour. Is there anything else I can help you with?

Bryant Gumbal's adopted hamster: Do you have any friends?

JOHN: As a member of a multicultural, interdisciplinary, and rhetorically correct community, I'm afraid I'm unable to answer that question. Thank you, and best of luck wherever you decided to attend. Unless it's Colby, in which case Dean Bliss will personally kick your ass. We've got a ranking to protect after all.



Gather ye rosebuds while ye May
... Write for Features!!!

Surfin' the World-Wide-Web? (as if.)



Dive, layer by layer, through virtual worlds of business, education, politics, sex...
ILLUSTRATION FOR TIME BY OKO & MANO, INC.

THE INTERNET IS HIP. TRENDY. ON TELEVISION, COMMERCIALS CHARACTERIZE PLUGGING YOUR COMPUTER INTO A NETWORK SOCKET AND CONNECTING TO OTHER COMPUTERS AS "SURFING THE NET."

AS IF.

LIKE TALKING TO OTHER COMPUTERS IS LIKE BEING OUT ON THE BEACH, RIDING A WAVE. LIKE THE MODERN-DAY VERSION OF BEACH BLANKET BINGO WOULD HAVE PEOPLE MADLY TYPING AWAY ON THEIR CELL-MODEM LAPTOPS, GETTING A BETTER TAN FROM THEIR MONITORS THAN THE SUN. I CAN SEE IT NOW. ELVIS WOULD DO THE MOVIE. WE'D SEE SHOTS OF HIM BLISSFULLY STRUMMING AWAY ON SOME BATTERED ACOUSTIC SIX-STRING IN A CANOE SOMEWHERE ON A RIVER IN HAWAII, TAPPING AWAY ON A MACINTOSH POWERBOOK AND SIPPING SOME FRUITY FLORESCENT DRINK WITH AN UMBRELLA IN IT. OH YEAH, AND THE FLICK WOULD END WITH ELVIS STUMBLING OUT OF SOME VIRTUAL REALITY MACHINE. IT WAS ALL A DREAM IN THE FIRST PLACE!

NO, SERIOUSLY. I'VE BEEN ON THE "NET" FOR A LONG TIME. I'VE WATCHED THE PROGRESSION OF THE MEDIA PRESENCE OF THE INTERNET, STARTING FROM THE LITTLE-KNOWN COMPUTER NERD PHENOMENON RIGHT UP TO THE PRESENT-DAY "WHAT YOU HAVEN'T HEARD OF THE INTERNET? YOU'RE NOT ONLINE? WHATSAMATTA WITH YOU, YOU GROW UP IN A BARN?" MENTALITY.

SO, THE AMERICAN PUBLIC (AND OF COURSE, EVERYWHERE ELSE, SINCE THE INTERNET TURNED INTO AN INTERNATIONAL PHENOMENON A LONG TIME AGO) HOPS ABOARD THEIR METAPHORICAL SURFBOARDS AND ARE UNLEASHED ONTO THE INTERNET BY THE COOPERATE WORLD. SUDDENLY, WHAT ONCE WAS A SPECIALIZED UNDERGROUND MOVEMENT BECOMES APPROPRIATED INTO MASS CULTURE. AND OF COURSE, THIS TAKES ITS TOLL. A MEDIUM THAT STARTED AS THE FREE EXCHANGE OF INFORMATION BETWEEN INTELLECTUALS TURNS INTO ANOTHER COMMODITY. ONCE THE IDEA OF CAPITALISM ON THE 'NET WAS MET WITH STRONG, EVEN ANTAGONISTIC DISAPPROVAL, NOW WE GET SOLD THE NET, AND THE 'NET IS USED TO SELL.

THERE WAS A LOT OF DISCUSSION ON THE 'NET WHEN AMERICA ONLINE STARTED TO UNLEASH THEIR CUSTOMERS ON THE INTERNET. THE ARGUMENT WENT THAT AMERICA ONLINE WAS ADDING SEVERAL THOUSANDS OF USERS TO THE 'NET WITHOUT GIVING TO THE 'NET IN EXCHANGE. THE PRICE OF 'NET USE IN THOSE DAYS (WHICH WAS PRE-WORLD WIDE WEB) WAS OFFERING PUBLIC-ACCESS FILE AND INFORMATION SERVERS. AMERICA ONLINE DID NOT DO THIS. ANOTHER BURDEN TO THE SYSTEM WAS EDUCATING THESE NEWBIES, WHO WONDERED WHAT :) MEANT, WHAT THE HECK THE USENET WAS, WHAT THE ETIQUETTE OF THIS NEW SCENE WAS, AND BASICALLY WHY EVERYONE WAS YELLING AT THEM. PEOPLE WHO HAD FREE ACCESS PREVIOUS TO THIS TIME WERE FRUSTRATED WITH HOW THE PHILOSOPHY OF THEIR SCENE WAS BEING DE-

GRADED.

SOON AFTER AMERICA ONLINE CAME OTHER LARGE COMPANIES SUCH AS COMPUSERVE, AND EVENTUALLY THE INTERNET, WAS OVERRUN WITH PEOPLE WHO WERE PAYING FOR THEIR SOMEWHAT ADULTERATED 'NET ACCESS, AND DIDN'T UNDERSTAND THE NATURE OF THIS BOLD NEW WORLD THEY WERE ENCOUNTERING.

NOWADAYS, IF YOU LOGIN TO AMERICA ONLINE, ONE THIRD OF YOUR SCREEN TURNS INTO BILLBOARD SPACE TO BE SOLD TO WHATEVER LARGE COOPERATION CAN AFFORD TO RENT THE SPACE. ADVERTISEMENTS IN MAGAZINES SHOW THE PLETHORA OF NEW 'NET SERVICES AND ACCESS AVAILABLE FOR SALE. BILL GATES OF MICROSOFT WANTS TO OWN THE INTERNET, AND IS DOING HIS DARDEST TO SHAMELESSLY MANIPULATE THE COMPUTER INDUSTRY IN ORDER TO WIN THE 'NET OVER. CONGRESS IS TRYING TO PASS (AND IS SOMETIMES SUCCEEDING) LEGISLATION TO CENSOR AND OTHERWISE RESTRICT THE 'NET ACROSS THE BOARD. THIS RANGES FROM THE OUTLAWING OF THE WORD 'ABORTION' OVER THE INTERNET TO TRYING TO TAX E-MAIL. I'M NOT KIDDING. (SIDENOTE: WHY DO WE PUT UP WITH THIS?)

AND NOW, LIKE SO MANY UNDERGROUND 'FOLK' MOVEMENTS OF DAYS PAST, THE INTERNET FALLS PREY TO THE MEDIOCRE MASSES WHO CAN'T EVEN PROGRAM THEIR VCR OR HAVE AN ORIGINAL THOUGHT. DON'T GET ME WRONG, RECENT DEVELOPMENTS IN THE MEDIUM HAVE REVOLUTIONIZED THE VASTNESS AND FREEDOM OF THE INTERNET. IT'S JUST SAD TO SEE SOMETHING SO IDEALISTIC INVAD

BY THE LESS THAN VISIONARY. - MICHAEL DELLA BITTA

Media and the Internet: a cybertropic utopia or just a wet dream?

Netiquette: Taming a wild, wacky beast.

MY MOM BOUGHT OUR FIRST CORDLESS PHONE THIS PAST SUMMER. WE WERE VERY EXCITED UNTIL IT BROKE 6 MONTHS LATER.

MY MOM CALLED PANASONIC. THEY TOLD HER TO TAKE IT TO THE REPAIR SHOP. SHE DID. WE WENT THROUGH HELL ON EARTH 3 WEEKS WITHOUT AN ANSWERING MACHINE. WE GOT IT BACK. IT STILL DIDN'T WORK. WE WENT BACK. THEY WOULDN'T HELP US. MOM GOT ANGRY.

MOM CALLED PANASONIC AND ASKED IF WE COULD EITHER A) GET A WORKING PHONE OR B) GET OUR MONEY BACK.

THE PANASONIC REPRESENTATIVE PUT MOM ON HOLD. A LAWYER PICKED UP. HE SAID A) DON'T CALL HERE ANYMORE, B) IF MY MOM DIDN'T LIKE THE WAY SHE WAS BEING TREATED SHE COULD SUE PANASONIC, AND C) IF SHE DID SUE, PANASONIC WOULD GET THE CASE THROWN OUT OF COURT SINCE THEY "KNEW PEOPLE" AT HUDSON COUNTY COURTHOUSE.

I MAY WRITE AN ARTICLE ATTACKING PANASONIC'S DREADFULLY POOR BUSINESS PRACTICES. IT WON'T MATTER- THE STUDENT HAS A CIRCULATION OF ONLY 3,000. ONCE THIS ARTICLE IS PUT ON THE COLLEGE'S WEB PAGE, HOWEVER, MY AUDIENCE BECOMES UNLIMITED. THE INTERNET IS A HUGE MUCK OF INFORMATION, AND THIS MESS IS RUN BY AN UNARTICULATED ETHIC STEEPED IN A COMPUTER CULTURE WHERE NEWBIES ARE EDUCATED IN NETIQUETTE.

THIS ETHIC SCARES SOME. IT SCARES POLITICIANS WHO HAVE NEVER USED THE INTERNET BUT FEEL COMPELLED TO REGULATE IT. THIS SCARES FAT, SLOTH-LIKE CORPORATIONS UNSURE OF HOW TO DEAL WITH A NETWORK OF CONSUMERS WHO CAN ALL TALK TO ONE ANOTHER IN SECONDS ABOUT CRAPPY PRODUCTS THEY SHOULDN'T HAVE BOUGHT.

INDIVIDUALS, ON THE OTHER HAND, ADAPT QUICKLY TO CHANGE. WITH ABOUT 22 MILLION SITES ON THE WEB, THEY ARE NOW CAPABLE OF DISPERSING INFORMATION TO THE MASSES WITHOUT HAVING TO RELY ON THE CHARITY OF PUBLIC TELEVISION OR NEWSPAPERS. ACCORDING TO 2600 MAGAZINE, "IT'S PRECISELY BECAUSE OF THE HACKER MENTALITY RESPONSIBLE FOR CREATING THIS MEDIUM THAT THE AUTHORITIES ARE IN SUCH A PANIC."

THE HACKER ETHIC, UNBEKNOWNST TO MANY ON THE INTERNET, WAS THE PRECURSOR TO NETIQUETTE. WHEN HACKING BEGAN AT M.I.T. IN THE LATE 1950s, ROOTS WERE LAID IN THE NOTIONS OF EXPLORATION BUT NOT DESTRUCTION. A HACKER WAS SOMEONE WHO JUST WANTED TO KNOW WHAT WAS ON THE OTHER SIDE OF THE DOOR, THE SAME MOTIVATION THAT PUSHED ANY NINE YEAR OLD TO TAKE APART A CLOCK TO SEE HOW IT WORKS.

THE FILM WARGAMES PROMPTED MANY TEENAGERS TO TRY TO FIGURE OUT HOW TO CHANGE THEIR GRADES OR DELETE CALLS FROM THEIR PHONE BILL, RESULTING IN A DRAMATIC RISE IN COMPUTER RELATED CRIME IN THE 1980s. THE PENDULUM IS SWINGING AS THE WORLD WIDE WEB EXPANDS WITH ITS NOTIONS OF THE FREE SPREAD OF INFORMATION (ALSO A BY-PRODUCT OF THE HACKER ETHIC), AND HOLLYWOOD'S WHORISH FILMS LIKE HACKERS, THE NET, AND JOHNNY PNEUMONIC GET LOUSY REVIEWS AND EVEN WORSE ATTENDANCE.

THE INTERNET IS A WILD AND CRAZY BEAST THAT HAS BEEN TAMED BY THE POPULACE IT SERVES. INDIVIDUALS WILL ONLY BE HELPED BY THE DEVELOPMENT OF THE INTERNET, EVEN WITH ITS COMMERCIALIZATION (WHICH WILL PROBABLY HELP IT EXPAND ANYHOW). THE INTERNET HAS ENABLED PEOPLE TO BEGIN TAKING BACK POWER FROM THE CORPORATIONS THAT QUIETLY STOLE IT FROM THEM. POLITICIANS, PERHAPS ENCOURAGED BY SPECIAL INTEREST GROUPS, HAVE TRIED TO STEM THE GROWTH AND THE ETHIC OF THE INTERNET. WITH EVEN JUST A LITTLE BIT OF LUCK, AND A HEALTHY AMOUNT OF E-MAILING PROTESTERS, THE INTERNET WILL CONTINUE TO SERVE THE INDIVIDUAL. OH, AND REMEMBER... DON'T BUY PANASONIC!

-JEREMY VILLANO

**GEN X
MEDIA
WATCH**



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Forum

Wednesday, May 1, 1996

Was it really too much to ask??

Edmund Sixtus Muskie was Bates' most distinguished alumni who cherished his time at Bates and extolled Bates' name whenever possible, often heard joking with less fortunate colleagues who graduated from Bowdoin that only if they visited Bates' campus regularly could they hope to attain even a little of the enlightenment that Muskie received here. Unfortunately, the number of students who attended Muskie's memorial service at 1:00 p.m. last Sunday did not reflect the kind of respect that Muskie had for this institution. The number of Bates students in attendance of the memorial would have been tragic, had it not been for the presence of the college choir, which was there, presumably, because they had to sing. There were, of course, a handful of students at the service as well as student ushers, but the lack of young faces amongst the other Bates alumni and friends of Muskie did not go unnoticed.

What is even more appalling was the almost total absence of faculty and administrators at the service. If students were to judge the importance of issues at Bates by the number of faculty who take an interest or are involved, Bates would be even less of a progressive institution than it purports. Are we to assume that faculty at Bates did not have the time, or did not think it important enough to briefly honor someone who contributed to the proud name of their employer?

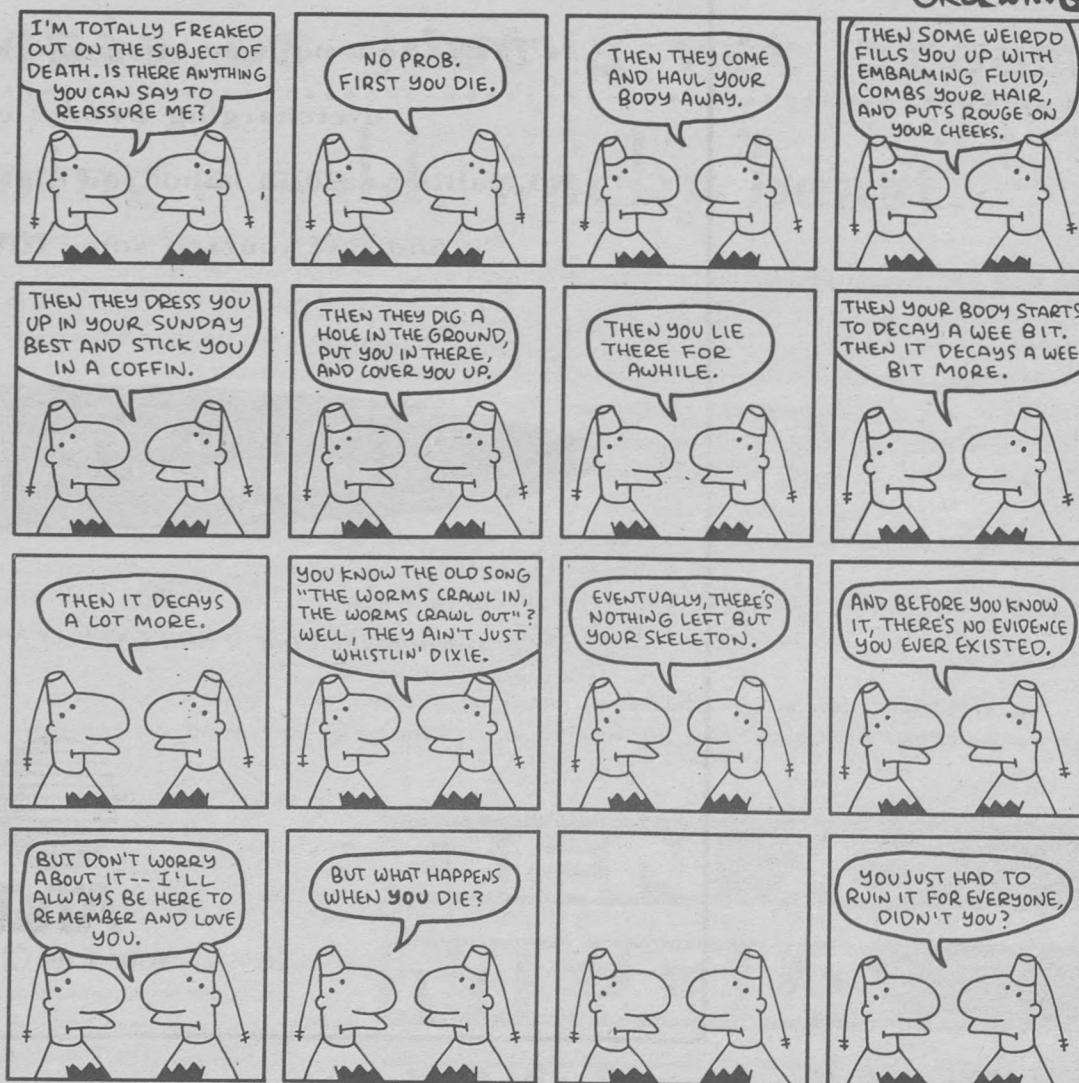
This is Short Term. We are supposed to have less academic stress and more time to enjoy each other, the weather, the campus. For students to not take a small part of their afternoons to honor one of the most loved political figures in modern American history with such an intense dedication to Bates College demonstrates not only how unaware of current affairs Bates students may be, but also how selfish we can be. We like to think of ourselves as an activist campus, yet we fail to honor the man responsible for saving the environment in Maine who implemented programs essential to keeping Maine beautiful and clean, as well as for increasing awareness and regulations across the entire United States for environmental issues.

We are supposed to be a community that has respect for its members, both past and present. Edmund Muskie was a member of our community whose fondness for Bates and the state of Maine never faltered. If Washington can stop to honor Edmund Muskie, why is it that most of the Bates population could not take the time to give back a small amount of time to honor one of its most cherished own?

This is
your last
chance to
express
eloquent
and witty
thoughts
for the
Forum
section!

Submit by
May 4th!

LIFE IN HELL



©1996
BY MATT
GROENING

Letters to the Editor

Portrait of Corcoran as an artist

To the Editor,

I write to express my complete dissatisfaction with the treatment of my friend and mentor Doctor Peter Corcoran. As someone who supplied one of the initial letters of support for his tenure candidacy, and reviewed much of the other supporting material, I can only conclude that many, many honest and heartfelt words must have been blatantly disregarded to produce the decision that has so many people up in arms throughout the Bates community and beyond. I implore anyone involved in the decision making process to re-examine our justifications, and regard them for what they are, which is disciplined, sincere, and face-value argumentation for Peter's unique worth to Bates College. It is a gross insult to suggest that student letters of recommendation are favorably canted because of Peter's so-called low academic standards. I take this as an insult against Peter's integrity, the wherewithal of his students, and a widely accepted pedagogical tradition. Furthermore, I don't

understand why Bates should so openly advertise that it places no trust in the ethical and critical thought capacities of its student body, when the cultivation of those capacities is Bates' raison d'être.

I am presently employed by Paul Petzoldt, founder of the National Outdoor Leadership School, first director of Outward Bound in America, and founder of the Wilderness Education Association. He and I have lately been engaged in the production of a book on wilderness ethics. Paul, widely regarded as the grandfather of wilderness education, has a life-long legacy of promoting environmental education among institutions of higher learning. I'd like to take this opportunity to supply you with a field report, based upon my work with Paul. Environmental Education rightly belongs in higher education. Intellectually, it can be a complement to other equally valid paths of inquiry. Practically, it can help to prepare us for the internationally developing awareness of ecological importance in an economic world. Spiritually it can provide purpose, worth, direction, and ethical basis. I say "can" deliberately, because as with

any discipline, it takes an artist to carry these things off gracefully. Peter is such an artist, as evidenced by outpouring of popular support for his cause. Do not do us the indignity of categorically dismissing our estimation of this great man.

I am admittedly removed from the Bates loop, having graduated almost a year ago. I have missed out on all the pertinent exchanges in the Student and all the soapboxing outside of Commons. But I am not too far removed to witness the tide of diatribes related to this tenure decision which threaten to divide more-or-less goodwilled elements of the Bates community. I beseech anyone involved to please reconsider the case for Doctor Corcoran's tenured appointment. I know from experience that his students and colleagues deserve him in the same boundless manner that he deserves them. In short; the match seems obvious. Cannot something therefore be done to rectify this egregious state of affairs?

Yours in good faith,
Simon P. Hamm '95

Letters to the Editor

Circulation 2,000 plus

To the Editor,

Firstly, I am a inmate in the Arizona State Prison, here at Florence, Arizona.

To explain my situation would be very difficult to do at this time. I shall not try to justify my past actions for they were done in utter confusion, but please be assured that I am cognizant of the reasons that brought me to these hallowed walls. I would be weak to give-up and someday I will defeat this monstrosity.

A short resume of myself: Full name - Billy Joe Gates, Age - 30 years old, Eyes - hazel, Hair - blondish-brown, Weight - 155 lbs., Height - 5'8" tall. I am of Irish, French, and Indian descent and I am single. I also have many interests. Frankly, I would like to correspond with someone. My letters will be of a friendly nature for I seek only friendship with people from outside these gray walls.

Thank you,

Billy Joe Gates-#38289
ARIZONA STATE PRISON
P.O. BOX - 8200
FLORENCE, ARIZONA
85232

Got an opinion? Let us
know! Send Letters to the
Editor to 224 Chase Hall!

Bias in the U.S. media: misrepresentation of events or understandable evil?

by Shankar Narayan

"Biased? You mean our papers? Come on..."

My friend's consternation was fairly obvious when I suggested that the American media often display inordinate bias for a body that is supposedly objective. Yet that bias has often been evident to me in the three years that I have been living in the U.S., thanks in part to my perspective as a foreign citizen. As my friend pointed out, my experiences with the media in a number of countries may make some media indiscretions more glaring to me than to someone who has grown up under a steady barrage of such indiscretions. So-called 'pro-American' media bias in the U.S. manifests itself in a number of different but related ways.

Let's start with a few examples. On February 26, 1993, a bomb exploded in the World Trade Center in New York City, killing six and causing considerable structural damage to the building. On the same day, a series of thirteen bomb

blasts rocked the city of Bombay, reducing numerous buildings to rubble and killing over 400. Both bombings were terrorist-sponsored, but there seems little doubt which one was of larger magnitude in terms of its consequences on human life. Yet while the front page of the international edition of *The New York Times* the next day was plastered with reports of the Manhattan bombing, the Indian tragedy was relegated to a single, smaller story on an inside page. *Time* magazine took a similar approach; it devoted thirteen pages and its cover to the World Trade Center bombing, while Bombay had to make do with a single page.

Granted, these are American publications with a particular interest in reporting and analyzing American events, but things ought to be kept in perspective. The point I'm trying to make here is that members of other cultures are as human as people here in the U.S., and should be treated as such by the media. Should our evaluation of human life depend solely on the incidental fact of its carrying an American passport? I

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American passport?*

don't think so, and earnestly hope it doesn't.

Numerous other examples of this lack of objectivity exist, on both broad and more narrow scales. In the follow-up investigation to the World Trade Center bombing, the media was brutally one-sided in its

treatment of the blind cleric,

Sheikh Omar Abdel Rahman, who was suspected to have instigated the bombing. His guilt was taken as a given, due in no small measure to the fact that he was Muslim and an immigrant. Anyone who had any kind of contact with the Sheikh in a religious setting was hounded relentlessly, adding to the anti-Muslim bias that ruled the day. I am not trying to defend the Sheikh's actions in abetting the bombing; I simply think that the media needs substantive investigations to substantiate guilt, not witchhunts.

Bias can arise in more insidious ways, too. During the Gulf War (and ever since), Saddam Hussein of Iraq was christened 'Saddam' by the media, while George Bush was always 'President Bush'. The implication was that Hussein was a mere Third World dictator and hence not worthy of the respect shown to other heads of state. Even *The New York Times*, a paper which usually prefixes a 'Mr.' or 'Ms.' to its proper names, fell victim to the Saddam phenomenon. The American

president exploited the Saddam-vs-President Bush personality clash to the fullest, aided wholeheartedly by the media.

'Toeing the party line' isn't just a Soviet phenomenon; it happens right here in the U.S., too, only more covertly. In the realm of international issues, there is all too often a perspective with which mainstream America fans in step. For example, in the conflict in Bosnia and Herzegovina, the Serbs were portrayed from the beginning as the villains. Serb atrocities were highlighted while Bosnian Muslim atrocities were downplayed, giving rise to a distorted picture. (Another example: in the course of the Gulf War, we heard more about American deaths by 'friendly fire' than we heard about Iraqi civilian casualties, reportedly in six figures.)

Interestingly enough, western or

Continued on Page 18

NEWS IN BRIEF

Muskie mourned, remembered at Bates service

"To everything, there is a season, and a time to every purpose under heaven..." The lyrics of the Byrds' classic "Turn, Turn, Turn" resonated throughout the memorial service for the Hon. Edmund S. Muskie held in the Bates College chapel on Sunday, April 28. Bates chaplain Wes Avram used these very appropriate words to welcome the congregation to a tribute to a truly amazing man. He was praised highly by his colleagues, close friends and family during the service for his ceaseless commitment and concern for the environment, civil rights, and his family, and for being a public servant to Maine and the United States.

An active politician, Muskie was elected governor of Maine and later to the Senate, where he rose to preeminence among the democratic party in the mid-to late sixties. In 1968 he ran as Hubert H. Humphrey's running-mate against Richard Nixon. Undaunted by that year's loss, he ran for president in 1972, and was considered by many to be the only Democratic candidate who could beat Nixon.

Sunday afternoon's memorial service at Bates brought together many from Maine and beyond to celebrate a great man's life and to mourn his passing. The service was presided over by the Most Rev. Joseph Gerry, Catholic Bishop of Portland.

The congregation in both the Chapel and in Schaeffer Theater (by video) was greatly moved by the Memorial Reflections given by seven people who spoke about the late governor, senator, father and friend with both humor and deep felt respect and admiration.

The Hon. Angus King, Governor of Maine, spoke as both a representative of the citizens of Maine and as a friend. President Harward spoke of Edmund Muskie as a member of the Bates College class of 1936 and expressed how Muskie's strong sense of character and commitment to service while he was a student positively affected the college community at the time. The Hon. Frank Coffin and Mr. Shepard Lee spoke of Muskie as a lifelong friend both in politics and within the family. Both the Hon. George Mitchell and Sen. William Cohen spoke of Muskie as a shining star in the political forum, with his strong values and commitment to Maine and the United States. Edmund Muskie's son, Stephen, spoke personally and passionately about his father in both the public and the private forum.

The memorial service for Edmund S. Muskie was both to mourn the death and celebrate the life of a great man.

by Renee A. Leduc

Around Campus

Volunteer opportunities for the week of May 1

On Friday, May 3, Bates will be hosting the Androscoggin Special Olympics Track and Field Day. Events will begin on the football field (rain site is Merrill Gym) at 9:00 a.m. and will run until 2:00 p.m. Volunteers are needed to time athletes, help them get to the appropriate event, and cheer them on! It is a really positive event - come for an hour or stay for the day! For more information, please contact Laura Biscoe in the Volunteer Office at x6468.

The 7th annual 10k donation walk to benefit Maine's community-based AIDS Service Organizations will take place on Sunday, May 5. The walk will begin and end at the AIDS Coalition of Lewiston/Auburn on 4 Lafayette Street (where Campus Ave and Sabattus Street cross.) Registration is at 1:00 p.m., opening ceremonies at 1:30 p.m., and the walk begins at 2:00 p.m. (rain or shine.) There are two routes for walking: one is two miles, and the other is five miles. For more information please call the AIDS Coalition at 786 - 4697.

Before Bates ...



Sean Doherty photo.

After Bates.



Paige Brown photo.

Courting the class of 2000:

April is not the cruellest month for prospective students

by Erica Ellis

The prospective students for Bates' class of 2000 must be feeling much sought after, catered to, and just generally appreciated. How could they not when the month of April has been spent trying to garner their acceptance of Bates' acceptance? As Admissions worked to reap the benefits of earlier recruitment, the deans and counselors had to remember that "Prospective students have differing needs. Basically, we're trying to create a series of programs to meet these needs and give accepted students a sense of the culture of the campus," says Dean Jacoby, Assistant Dean of Admissions.

Once the last set of acceptance letters go out, the job of Admissions is far from done; this past month the Admissions has launched a series of programs, designed to court the best and the brightest of high school seniors, which utilize the energy of Bates faculty, students, staff and alumni. Some of April's recruitment programs have included phonathons, letter writing campaigns, and on and off-campus receptions for accepted students. Many of these recruitment strategies put prospective students in direct contact with current Bates students because "Bates students are our strongest selling point," explains Jacoby.

The Bates Connection is run by two Bates students and coordinated by Jacoby. This month, 975 accepted students were called by volunteer Bates students and congratulated on their acceptances. Admissions also sponsored an international phonathon where current international Bates students called accepted students from abroad.

Off-campus receptions were held in various cities and attended by President Harward, alumni, trustees, admissions staff and current students. A day-long, on-campus reception was held on April 22 in which 80 accepted students and their parents attended short-term classes, an activities fair, a reception at the Multicultural Center and had their questions answered by a panel of current students.

An overnight reception was held from April 24 - 25 and was attended by 180 prospective students. This reception featured the same activities as the day visit, but also included a coffeehouse; this overnight stay gave students the opportunity to spend a little more "quality time" on the campus that could be home for the next four years. For one day and night, prospective students were Bates students and were exposed to many different aspects of campus life.

Two unique features of Bates' recruitment programs are the letter writing campaigns and the World Wide Web site for accepted students. In one letter writing campaign, coordinated by Aaron Belinfanti, current students of color were asked to write personal letters to accepted students of color in a "writing extravaganza" held in the Multicultural Center. In an age when pen and paper seem to be becoming obsolete, Bates has held on to some traditional tools, but has also hopped on the information super-highway. Bates' World Wide Web Site is the only one of its kind and allows accepted students to "chat" on-line with one another. Also, a group of current students have offered their email addresses to accepted students, thus providing the prospective members of the class of 2000 with an on-campus contact who is able to answer their questions about the Bates experience.

Admissions has received support in their campaign to reach the class of 2000 from all walks of Bates life: the Financial Aid Office, current students, dedicated alumni. "There is a genuine enthusiasm at Bates. Other campuses have some of the same activities, but not the same enthusiasm," comments Carmita McCoy, Director of Multicultural Recruitment.

Jacoby echoes Carmita McCoy's sentiments of appreciation to the Bates community for all their efforts and assistance during April recruitment; says Jacoby, "I'm always, constantly impressed with the way the community responds, especially the students."

Student employment update

JOBS AVAILABLE FOR SHORT TERM:

SECURITY

- safewalkers for now and next fall

SUMMER JOB OPPORTUNITIES:

OFFICE OF COLLEGE RELATIONS

- office assistant
- sports information
- intern

INFORMATION SERVICES

- summer computing
- consultant
- summer computing
- technical assistant

MAINTENANCE

- grounds keeper

BIOLOGY

- animal caretaker/greenhouse worker (20 - 30 hours per week)

In addition, work-study students are eligible to apply for a position as a Junior Volunteer Coordinator at Mid-Coast Health Hospital in their Bath and Brunswick locations.

Summer rates are competitive (\$6.40 - \$7.60). Anyone interested in applying for any of these positions or would like to see what else is available should stop by the Student Employment Office at 215 College St. Office hours are Monday - Friday, 9:00 a.m. - 4:00 p.m.

Security Watch

Arrests

| | |
|------------------------|---|
| ■ Liquor-Law Violation | 0 |
| ■ Drug-Abuse Violation | 0 |
| ■ Weapons Possession | 0 |

CRIME STATISTICS

criminal activity reported between April 12 and April 25, 1996.

| | | | |
|---------------------------|---|--|-----|
| ■ Murder | 0 | ■ SECURITY AND CAMPUS SAFETY SERVICES PROVIDED between April 12 and April 25, 1996 | |
| ■ Sex Offenses | 0 | | |
| ■ Robbery | 0 | | |
| ■ Aggravated Assault | 0 | | |
| ■ Burglary | 7 | ■ Escorts | 212 |
| ■ Motor Vehicle Theft | 0 | ■ Fire Alarms | 5 |
| ■ Hate Crimes & Incidents | 0 | ■ Lockouts | 232 |
| ■ Assault | 3 | ■ Propped Doors | 70 |
| ■ Bicycle Theft | 1 | ■ Safewalks | n/a |
| ■ Theft | 9 | ■ Criminal Trespass Warnings | 0 |

VOLUNTEERS NEEDED

FOR A SPRING SALT MARSH ECOLOGY PROGRAM.

MAINE AUDOBON SOCIETY IS LOOKING FOR ENTHUSIASTIC VOLUNTEERS TO BE TRAINED AS NATURALIST GUIDES FOR THE SPRING WALKS PROGRAM TO BE HELD AT THE SCARBOROUGH NATURE CENTER. CONTACT LINDA WOODARD OR CAROL LEMERE AT MAINE AUDOBON SOCIETY: P.O. BOX 6009, 118 ROUTE ONE, FALMOUTH, ME 04105-6009, (207) 781-2330. INFORMATION ABOUT OTHER VOLUNTEER OPPORTUNITIES AT MAINE AUDOBON SOCIETY IS ALSO AVAILABLE.

Mi casa es SU casa

by Olga Demin

Next year, English will not be heard very often in Wood Street House, which has been officially designated as the Spanish House. It will be the first successful theme house on the Bates campus. It was not, however, the first attempt to organize a theme house. Five years ago, the idea of a French House did not receive enough support from the student body, and a similar lack of interest halted an effort to begin an East Asian Languages House.

It is hoped that Spanish House will set the precedent for other theme houses, such as the Service Learning House proposed by Dean Carignan.

The students interested in living in the Spanish House had to go through a separate lottery process. Initially, the Spanish house was meant to be in Mitchell House, but due to a small number of applicants, it was moved to Davis House, and finally to Wood Street House. There will be a teaching assistant from Spain living in the house next year.

THE STATE OF MAINE

Mainers on t.v., Reform Party update, Freeman cheat Bean, a lack of bundles of love ...

■ Now there's a real reason why NBC is "Must See T.V." Denise Poirier, originally of Auburn, made her second t.v. appearance on April 23 on "Frasier." Poirier played the role of Daphne's (Frasier's live-in housekeeper who keeps Niles in heat) friend. It was Poirier's biggest break to date.

■ Maybe NBC just loves Auburn natives, who knows? Jason Palmiter also made it to national television, but unlike Poirier, Palmiter got his fame on "The Tonight Show," and he didn't even make a live appearance. Palmiter, arrested for an April 17 incident in which a sawed-off shotgun fell out of his pants, was mocked by Leno himself. The joke concerned all the various concealed weapons that men keep hidden in their pants ... not, thankfully, "Is that a gun in your pants or are you just happy to see me?" Palmiter faces three federal weapons charges, one of which could land him in jail for fifteen years as a career criminal.

■ No, no, not obsolete ... Ross Perot's Reform Party has finally been officially recognized as a political party here in Maine. The party was originally rejected by the state; officials claimed that the Reform Party did not have enough valid signatures on their petitions to merit recognition. Staunchly refusing to be ignored, the party went to court. After a long period of conflict and drama (?) they have been declared victorious - the signatures which were considered invalid were, in fact, quite valid. Ross and posse will not have any names on the June 11 state primary election ballot, however.

■ It's not just the feds that they're screwing with, those Montana Freeman. Beloved L.L. Bean, without whom the Bates campus would have to wander around naked, is also a victim of the Montana militia group that has dominated the headlines recently. A member of the Freeman used a bad check to purchase a \$1000 worth of underwear.

■ Maine's birthrate is at a 55-year low (What? Is sex not popular here?), and is expected to continue declining for the next decade. These numbers (or lack of) have led to serious policy questions for the future of schools, the job market, and health care providers. However, this "baby bust" is no reason for anyone to engage in any unprotected activity. An unwanted rugrat, despite the boost it might give to a struggling health care company, is not worth the effort.



Bates' mighty Bobcat is on the prowl ... maybe for a costume that looks more like a cat than a mouse.

Sean Doherty photo.

CIEE AIDING STUDENT TRAVELERS BY ADDING

WEB SITE ... The Council on International Educational Exchange announces Student Travels' Departure Zone (<http://www.ciee.org/zone.htm>) a new World Wide Web companion to its nationally-known Student Travels magazine. Travel tips, stories and photos, "chat" sessions about travel topics ...

Check this out

Admissions seeks worthy students: Those who can't walk backwards need not apply

Once upon a time, it was not an internship. Long, long ago, it was the job of a drone. Students who spent their summers in Admissions toiled endless days, on their feet and walking (backwards, no less) for hours giving tours to prospective students, or on their butt and getting paper cuts, doing office work in Lindholm House.

"All they did was tour .. and then do office work," remarked Pedro Gutierrez, assistant dean of admissions. Laughing, he went on to say, "usually a good tour guide is a poor office worker," because the extroverted personality of a successful guide is rarely conducive to clerical work.

Upon his arrival at Bates in the summer of 1993, Gutierrez noted the activities of the summer guides and realized that with a few changes, these guides could be part of a more fulfilling experience: one in which they actively participated in the workings of Lindholm House. Gutierrez thus worked to create intern positions in Admissions.

Thanks to Gutierrez and the support of Admissions, summer interns are " ... no longer doing file work ... instead, they're learning about Admissions from the ground up," Gutierrez explained.

Under Gutierrez's supervision, the interns learn the ins and outs of admissions counseling by doing reception work and talking to prospective students on the phone, observing the Admissions staff and having all their questions answered in-depth, and being allowed the opportunity to travel with the admissions deans and counselors to various college fairs that take place during the summer.

At these fairs, the interns are often the most popular spokespeople for Bates due to their age and outlook. High school students crowd around the Bates table, eagerly searching for information about Bates, and "[the interns] hold themselves in greater respect because they realize they can answer all the questions," Gutierrez mentioned.

Summer interns still serve as tour guides, but the role that they play in Admissions, and the amount that they learn from their summer position, is far greater than it once was. "The key highlight [of the summer intern position] is that they have a fuller understanding of what goes on in Lindholm House ... it's a good way to relate positive experiences at Bates to others," Gutierrez said.

Students interested in the summer intern position should pick up applications in Admissions; applications are due by May 6, and a resume and letter of recommendation must be included with the completed application. Interviews will be conducted for those selected from the original applicant pool.

Fighting an untimely "death"

Adolescent girls and their struggle to retain sense-of-self

by Ellen McDevitt

I remember throwing rocks at beehives with my next-door neighbor Joelle when I was six. We would have contests gulping water to see who could drink the fastest and the most without throwing everything back up. I remember catching tadpoles and fishing in the swamp behind her house, and I remember watching in perverse fascination as she and her brothers paraded through the woods, using a blow torch to crisp the gypsy-moth nests. She was, by my definitions at the time, pretty wild. She did things I would never have thought to do; she swore, she rode boys' bikes because they were better in the mud, she fell and ripped up her knees but never cried. She played the drums.

I went back to visit my old neighborhood three years ago after being away for ten years. I saw Joelle again, and did not recognize her. Her formerly unruly hair was long and combed, she wore khakis and a flowing, flattering blouse instead of cut-offs and baseball hat. She was demure and soft-spoken, and did not look me in the eye when we spoke. Certainly everyone changes between adolescence and adulthood, but this was ridiculous.

The formerly confident, rambunctious, and daring Joelle had been usurped by someone who stood on the sidelines and deferred to everyone else, offering a meager opinion only when it was requested. Was I the only one who noticed this dramatic transformation over the course of ten years?

Apparently not, for this phenomenon is the topic of Dr. Mary Pipher's new book "Reviving Ophelia: Saving the Selves of Adolescent Girls". According to Pipher, a Ph.D and clinical psychologist who has treated teenage girls for over 20 years, girls experience a dramatic change between pre-adolescence and adolescence. She uses the character of Ophelia, from Shakespeare's

Hamlet, as an example of the change. Ophelia is a free-spirited and healthy young girl at the outset of the play, but when she falls in love with Hamlet and begins to live only for his approval, she goes mad and drowns herself. During pre-adolescence, or before age hits double digits, girls are adventurous, curious, and outgoing. At the turn of adolescence, these same girls lose their optimism and

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vivacity. In a letter to a young female friend, philosopher Denis Diderot claimed; "You all die at 15." Simone de Beauvoir viewed adolescence as; "the time when girls realize that men have the power and that their only power comes from consenting to become submissive adored subjects." Girls in the late 20th century continue

to experience this sort of "death" as they move into adolescence.

Though girls consistently perform better academically than boys during pre-adolescence, studies have shown that during adolescence, girls' performances on math and science tests plummet. They become deferential, depressed, and much more concerned with how people perceive them socially. It is during adolescence that a break occurs.

Until this point in their lives, young girls follow the same path as boys; they learn to play, to be friendly, and to be curious. When girls reach adolescence they begin to be socialized and they are encouraged to change their behavior to reflect more typically "feminine" characteristics; i.e. submissiveness, shyness, being emotional. On the other hand, boys' behavior is dismissed as "boys will be boys" and they are permitted to continue being rowdy, aggressive, playful, and in large part, immature.

This separation would be fine, if girls did not suffer from it down the road. Why is it that during adolescence girls continually question themselves while boys assume they are right until they are told otherwise? Why are girls always the ones who are "hardworking" while boys are assumed to be brilliant and creative? Why do girls isolate themselves, starve themselves and attempt suicide while boys group together to express discontent, in turn becoming powerful and intimidating?

One would think that the growing strength of feminist movements would increase awareness of these behavioral inequities. The truth is that these subtle changes are so ingrained in teaching methods, in parenting and in the classroom that changing them is a formidable task which few are willing to accept. The influence of television, music, drugs, and media is not helping.

Thirty years ago, when the mothers of adolescent girls of the present were growing up, influences

from MTV, pornography, the availability and prolific use of drugs, and the seemingly inherent presence of television in every home were not factors which affected adolescence. Mothers of today may have little idea of how environments have changed so drastically, and even fewer have an inkling how intense peer pressure has become in schools.

Even now, my fifteen year-old younger sister speaks nonchalantly of the presence of drugs and alcohol in the same school I graduated from only six years ago, whereas I was

Why is it, during adolescence, that girls continually question themselves while boys assume they are right until they are told otherwise? Why are girls always the ones who are "hardworking" while boys are assumed to be brilliant and creative?

never truly exposed to either until I came to college.

MTV and the media tends to perpetuate the "girl-as-object" identity in which females are to be taken advantage of sexually or to be judged by appearance. Drugs and alcohol put girls at risk to keep in the "girl-as-object" identity in which females are to be controlled and are not able to make decisions

themselves. Until the popularity of these societal influences dwindles or becomes negated, curbing behavioral differences will be an uphill struggle.

How would a girl behave at the age of 21 who was raised without any notion of stereotypical female behavior? She would, most definitely, have a strong sense of herself and her capabilities. She would hardly be deferential due to the lack of example by other females. She would be, simply, herself. She would have retained her curiosity and playfulness as well as a critical eye which she would be unabashed to use. Many women strive to be this way now, searching diligently to recapture the vivacity and acumen of their pre-adolescence.

How can society help girls to retain the characteristics of their pre-adolescence which make them as competitive, curious and aggressive as males of their age typically seem to be? Awareness is the key, just as in every other situation where a problem cannot be solved until it is recognized. Mary Pipher has recognized it, Carol Gilligan recognized it in her book "In a Different Voice," and now educators, parents, and other psychologists have to recognize it, as well as acknowledge the societal and peer pressures which work to complicate progress.

I watched many of my friends "die" when they were between the ages of 10 and 13, and I watch them now as they make up for lost time during their college years. We are lucky because we recognize what we had and that we can still get it back.

There are still females of all ages who are dead and who don't remember what real living was like. Society needs to make up for all the silent obituaries that never appeared in any paper. Girls have to be allowed to live for themselves and to retain their innate sense of themselves instead of becoming socialized into demure nurturers who consistently defer to and tolerate "male" behavior.

Write for; um... you know, ummmm, write for, umm, what's it called again? You know, like, um, write, for the umm, for the um, for umm, the FORUM section!!!

Gender inequity in the classroom; a quiet yet persistent villain

by Renee LeDuc

Picture yourself in an upper level anthropology class early on a Thursday morning here at Bates College. Heated, yet controlled discussion surrounds the topic being discussed. A woman in the class raises her hand to make a statement. Once she has been recognized by the professor, she begins to speak. But very quickly into her remarks, she is interrupted abruptly by a male student across the room. He both completes her sentence and elaborates upon it. As a student in that classroom, how would you feel if such a situation presented itself? What would you do? If you were in the position of that woman, how would you react and respond to such an experience?

Imagine yourself in the biology laboratory. You are a teaching assistant for an introductory biology course. The students are working in groups of three on the analysis of an experiment they had just performed. All the members of the lab groups had worked equally and efficiently during the menial tasks of the lab. But now that analysis has begun, the groups that have both males and females seem to have a different working dynamic from those with only one sex. As you observe their interactions more closely, you see a significant proportion of the women in the groups questioning their reasoning and analytical skills. They seem to defer the tasks of analysis to the males in the group. You hear these females saying things such as, "This is what I observed, but I probably didn't calculate it right," or "This could be a source of error, but you're better at this, I'm probably doing it wrong again." But in the groups with only females, you see them perform the tasks very efficiently without questioning their skills in drawing scientific conclusions. As their teaching assistant how would you react to this differential? Would you do

something about it?

How do you interpret the two pictures which have been presented here? Have you seen this happen in your classes here at Bates? As a student and a teaching assistant, I view both of these pictures as examples of gender inequality in the classroom. But acknowledging the presence of such inequality at Bates is only the first challenge in truly addressing and combatting this issue.

My first inclination was to determine the problem or source of

... acknowledging the presence of such inequality at Bates is only the first challenge in truly addressing and combatting this issue.

such inequities. Does the problem lie in the male who is interrupting, or is it the professor who does not want to deal with a confrontation on such an issue? Are the people who ignore the problem of gender inequity at Bates to blame, or is it simply the female who doesn't fight back and create a confrontation?

Perhaps it is the tradition of the American educational system to not instill self-confidence in females as it does for males. There is not one entity to blame for this problem. It would be much more effective to educate and empower all to work against the multiple forces which continue to cause gender inequality in the classroom. It is only then that we can work together towards

establishing techniques for a more egalitarian classroom.

The American Association of University Women (AAUW) began this process of education by focusing on gender inequities in public schools in their study, titled "How Schools Shortchange Girls". The report was the culmination of expansive research which examined many aspects of the public education of women at different ages. Overall, the study disproves the common assumption that both sexes are treated equally in our public schools. But what about Bates? Even though this is a small, private college, I believe that it does indeed fit into the scheme drawn by this study. I have seen that Bates sometimes falls into traditional modes of teaching that do not completely fulfill women's needs. The question still remains how we should recognize this problem and how to establish ways to change and challenge the traditionally biased ways of education.

Peggy Orenstein, in her book "Schoolgirls: Young women, Self Esteem and the Confidence Gap," takes the results of the AAUW study and brings it to two very different middle schools in Northern California. It is through discussion of the results with teachers and students alike that she really begins to make a positive change regarding gender in the classroom.

Through extensive conversation over time, especially with young women individually and in small groups, she found that by the end of her year of research, her closest informants had both raised their grades and had clearer senses of self confidence and self esteem. While their young lives continue to be an uphill battle against the gender inequities within their public school systems, their lives have been enlightened by the encouragement and confidence that Orenstein was able to share with them.

There are many female Bates

students like myself who attended public schools but did not have anyone like Peggy Orenstein to instill confidence during those trying pre-pubescent years. While I know that I had strong role models in education like my sister and mother, I hold deep concern for those young women who

us here at Bates and in the community.

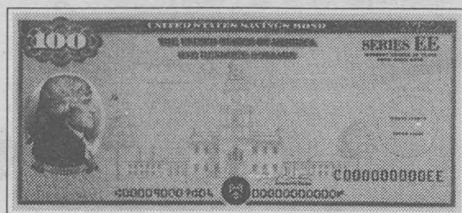
Through an anthropology service learning research project last semester, I studied gender and the sexual education program at Lewiston High School. My results showed that there was indeed gender inequity occurring at Lewiston High School, especially in these health related classes. But many of these young women did not have the confidence to fight back or even realize that as women, their education was not fulfilling all of their needs. I had extensive conversations with several women, and I truly believe that our conversations were substantial in encouraging them to take control and to not allow their gender to be held as a liability against them in the classroom. But now I also realize just how few lives that I was able to touch there, and how much more that could be done through further service learning projects.

But how are we supposed to transfer this information from the AAUW report, Peggy Orenstein and Lewiston High School to the classroom at Bates College? How do we handle being in a seminar where gender inequities are occurring and the professor will either not recognize it or just does not want to make a confrontation? How do we deal with the ideals of the American public educational system which traditionally have taught women to have less confidence in themselves than men? I believe that it is through discussion that we can realize what is happening to women in the classroom at Bates and throughout the country. It is only through conversation and recognition of the problem that we are able to empower ourselves to affect a powerful change. Only then will the classrooms at Bates and throughout America be a more comfortable place for women as well as one which nurtures confidence in both sexes.

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fell through the cracks of the male centered public education system. Now that I am at Bates, I see that the gender inequities are less intense than in my high school, but most definitely still present. While they may be more shadowed within our education here, we must recognize the problems of gender inequity in education that continue to surround

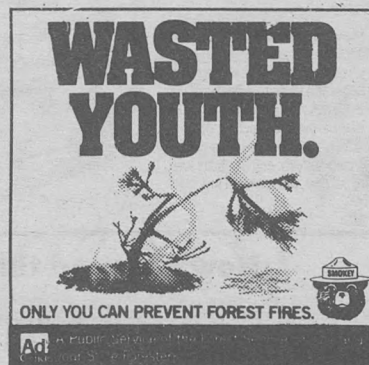
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A public service of this newspaper



There are no small victories in the fight against heart disease.

Prostitution by media is audience candy

Continued from Page 13

industrialized nations are not given the same short shrift. The subway bombings in Tokyo were well-documented, perhaps reflecting Japan's greater importance to the U.S. in the overall scheme of things. European issues and events, too, are generally well-reported. Racism? Necessity? You decide.

The media's sheep mentality leads publications that endorse anything but the official viewpoint to be branded extremist or 'fringe'. This in turn leads people to take the viewpoints endorsed by such publications with a grain of salt (who believes those fringe loonies?), further perpetuating the hegemony of the official story.

In a society where people are wary of setting foot outside the mainstream, the 'fringe' label can be a fatal blow for a struggling publication.

Follow-up investigative

reporting is also selective. It seems that many reporters make up their minds first, and investigate second; not surprisingly, their findings often match their hunches. In the blind race to find a quick fix, the real story gets twisted and trampled into the dust; no inquiry is conducted where inquiry is most needed.

As an aside, though, we can note that both the party line and its opposing viewpoints take a back seat to pure sensationalism; I shudder to think how many skilled journalists wasted their time and the public's covering the three-ring circus that was the O.J. Simpson trial.

Media are big business, both here in the U.S. and around the world. I'm hard-pressed, though, to think of a country where the media are quite as commercialized as they are here. At least part of the media's inclination to follow blindly can be explained by the scramble to air what sells. This turns rather quickly into a vicious circle, however.

What the media air is what sells; what sells is what people would like

The commercialization of the media is cause for alarm. The free flow of information is one of the basic pillars upon which true democracy rests.

When the media are used as an instrument of power in pursuing state ends or in perpetuating persistent stereotypes, the principle of democracy bites the dust.

to hear. This conflicts with the basic function of the media in the first place: to disseminate vital information in a neutral manner, and to let people form their own conclusions based on that information.

The commercialization of the media is cause for alarm. The free flow of information is one of the basic pillars upon which true democracy rests. When the media are used (inadvertently or otherwise) as an instrument of power in pursuing state ends or in perpetuating persistent stereotypes, the principle of democracy bites the dust.

Even (or perhaps especially) in a fully-literate nation, public opinion can be significantly swayed by media portrayals; hence, the media in the U.S. can make or break anybody or anything. Journalists therefore wield a great deal of power, and thus far, they have been wielding it irresponsibly.

Perhaps the most frightening thing about this kind of bias is the fact that there is no united voice to speak

against it, leading to a lack of awareness that a problem even exists. Some of my friends sincerely believe that the U.S. media is as free of bias as possible; this is obviously untrue. It's easy to lie back passively and be fed information like an intravenous drip; it's also dangerous not to think about what we're being fed. Identifying the problem is the first step towards rectifying it.

Minorities have formed organizations to fight racial bias, and women are progressing in their struggle against sexual bias; who speaks out against the media's prevailing bias? It's true that affected groups raise their voices against the media on a case-by-case basis, but these voices fall silent soon after the relevant story fades from the headlines. The responsibility of demanding the right to unbiased media reporting falls squarely on the shoulders of the American people themselves. America needs to break out of its comfy bubble and look at the wide outside world.



Look, if you think a talking stuffed moose is pretty amazing, listen to this. I was hanging out with some of the boys the other evening. One of them just bought a new Macintosh. Evidently, Apple is offering incredibly low campus prices on Macintosh computers right now. So he pops in this CD-ROM. Man, you wouldn't believe what this thing could do. No wonder the Mac is one of the most advanced multimedia computers. We're talking sight, sound, full-motion video—the works. Gee, wish I could move like that.

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Arts
Calendar

Music

May 7, 14: Noonday concerts will be held in the Olin Arts Center Concert Hall. Admission is free and the concert begins at 12 noon. The performers will be announced in the May calendar of events.

May 18: The Portland Community Chorus will be performing in the Olin Arts Center Concert Hall. Admission is granted upon donation. The time is TBA and should be announced in the May calendar of events.

Theatre

May 11-19: Bates' theatre department presents "Etta Jenks" by Marlane Meyer. The performances will be held in Gannett Theatre, Pettigrew Hall. Admission is \$6 (general), \$3 (seniors/non-Bates students), Free to Bates students. The play starts at 8 p.m. Monday-Saturday and at 2 p.m. on Sunday.

Museum Art

Ongoing: The "Senior Thesis Exhibition" is on display in the upper gallery of the Olin Arts Center. The exhibition continues through May 27. Admission is free. The Museum is open Tuesday-Saturday 10 a.m.-5 p.m. and Sunday 1 p.m.-5 p.m.

Lectures

May 2: Maestro Tlakaalel, a Mexica-Toltec Elder from Mexico, will be presenting a speech with discussion to follow in 204 Carnegie Science. Admission is free. The lecture begins at 7:30 p.m.

Coming Soon...

The Bates Art Society will be presenting an exhibition. The group is currently accepting submissions. Acceptance is guaranteed. Call Maya @795-5110 for details.

The Cultural Times is requesting submissions from students, faculty, and staff by May 3. Send to Melanie Ghosh at the Multicultural Center. Call 786-8215.

Bates Mill makes comeback

Center for photographic art revitalizes Lewiston history, creates new jobs for citizens

by Kara Peters

If a picture is worth a thousand words, then the image presented by the Creative Photographic Art Center of Maine (CPACM) is worth volumes. An accredited photography school in conjunction with the University of Maine at Augusta, the CPACM is situated on the top floor of the old Bates Mill on Canal Street in Lewiston.

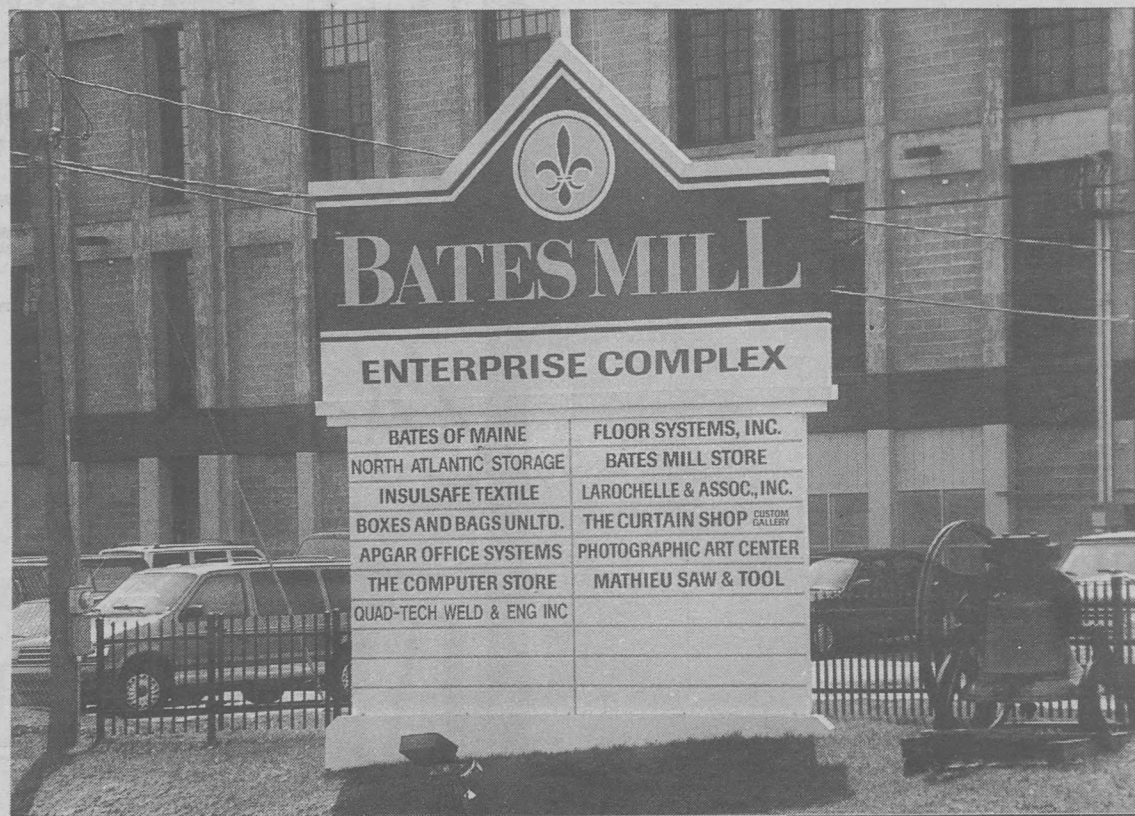
As the sunlight filters through the Center's bright and spacious rooms, reflecting on the photographs that hang in the current exhibit, one cannot help but observe the contrast between the Center's sparkling, new interior and the decaying factory room outside its doors.

J. Michel Patry, the chairman of CPACM asks, "Who else can document history and social changes as accurately and vividly as the photographer?" an extremely appropriate query, considering the Photographic Art Center's instrumental role in transforming a declining Lewiston landmark. If the efforts of its enthusiastic staff pay off, the Center will function as far more than a passive recorder of history; it will play a vital part in rehabilitating the past and shaping the future.

The restoration of the Bates Mill Complex represents an effort to revitalize a long-standing symbol of Lewiston's heritage. Constructed between 1852 and 1919, the facility housed the Bates Manufacturing Company, a manufacturer of textile products which once employed over 5,000 people, making it the largest employer in Maine.

During the past forty years, however, the company experienced a decline that has financially crippled the community. Prior to the City's involvement, the complex housed less than 75 employees. In 1992, the City acquired the Bates Mill and through the efforts of the Lewiston Mill Redevelopment Corporation (LMRC), the Bates Mill Enterprise Complex boasts more than 25 companies, employing a total of 300 people.

Federal grants from the Economic Development Administration and the Department of Housing and Urban Development were combined



The Bates Mill is born again with the city's acquisition of the complex. It is located on Canal Street in downtown Lewiston. *Paige Brown photo.*

with a Community Development Block Grant to provide the funds for much needed repairs to the building. The City intends the revived Bates Mill to serve as a center for manufacturing, educational and cultural purposes.

Long regarded as an emblem of Lewiston's rich industrial history and a reminder of the Community's perseverance amidst years of economic hardship, it is hoped that the new Bates Mill will be as important to the City's future as it has been to its past.

The directors of the Photographic Center cherish this hope as well, and they firmly believe that a culturally influential institution can exist in Lewiston as easily as in Boston.

Among its many features, the center functions as a school, which opened a year ago and offers a two year degree program through the University of Maine at Augusta, as well as a residency program for high school seniors which enables them to enroll as a full-time students during

part of the final year of high school. Last semester a total of 85 students were enrolled at the Center.

Boasting three classrooms, a library, a bookstore and several developing, printing and computer rooms stocked with state-of-the-art equipment, the Center contains a fairly expansive gallery and hosts numerous exhibitions. Currently displayed is the work of J. Felice Boucher, while the previous exhibit, entitled "Pearls of the Russian North," featured the collective efforts of the Portland Camera Club and a sister organization from Russia.

Reflecting the belief in the importance of accessible art, the Center works toward actively engaging the community. Tom Foley, an established photojournalist and Media Coordinator at the Center exudes a passion for the art of photography that he is eager to share with others. Referring to the Center's work with Lewiston High School students, he remarks, "You have to catch these kids in the early grades. The arts re-

ally bring out your sensitivities, but that's part of a cultural awareness that you have to get when you're young."

The Center has participated in the Youth at Risk Program, which combined the teaching of photography classes at the Center with field assignments at Thorncrag Bird Sanctuary. A group of twenty high school students took pictures at Thorncrag, developed the photos, made prints, and matted and titled their work. They then gave presentations explaining their creations at a showing for their parents.

Dot Witham, assistant executive director of the Center felt that the program "helped to give the young people some sort of goal." Foley echoed Witham's faith in the venture. "I'd hate to see another beer and pretzels generation," he said. Exuberantly expressing his feelings about the power of the photographic im-

Continued on Page 23

Write Arts. Be happy. Any Questions?

No longer a hidden secret

Art Museum reveals not-so-obvious process for its tenth anniversary

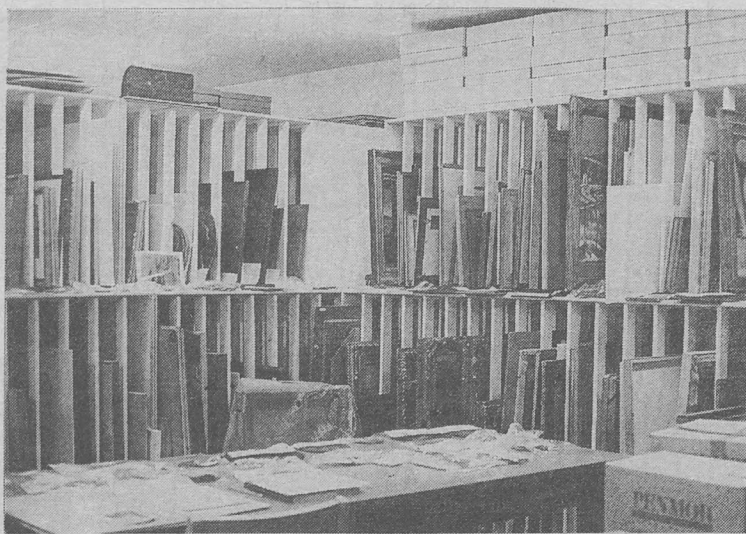
by Josh Popichak

Many prominent cultural institutions of the late-twentieth century can trace their origins to the humble, and perhaps unplanned action of an individual or group. The Bates College Museum of Art, located in the Olin Arts Center, is one such organization. In 1883, Bates' senior class donated a marble bust of Charles Sumner by the 19th-century American sculptor Preston Powers to their alma mater. That bust proved to be the seed from which the entire present-day art collection would spring.

Admittedly, this process was slow to germinate. While numerous other small liberal arts colleges around the country began to actively promote the establishment of art museums, which would serve their respective academic communities, Bates did little to encourage the formation of such a repository.

Twenty years elapsed between the time when the marble bust was donated and the college received its next gift, a portrait of Oren B. Cheney, the first president of Bates. Progress continued at a slow pace throughout the first half of the twentieth-century. It was not until the 1950's that the fledgling movement that desired to create an art museum finally received the boost it had long been in need of.

In 1955, a large classroom in Pettigrew Hall was set aside to serve as a gallery in which some of the college's recently-acquired pieces of artwork would be displayed. Named



Olin Art Museum's unveiled storage room which is located on the ground floor of the Museum.
Paige Brown photo.

the Treat Gallery, in honor of philanthropists Mr. and Mrs. George W. Treat, the space showcased seventeen Mary Cassatt prints, twenty drawings by the Stieglitz group, and, most significantly, the Marsden Hartley Memorial Collection.

Marsden Hartley, a prominent American artist of the late-19th and early-20th centuries, was a native of Lewiston and is regarded as the city's most-famous artistic son. The donation of 99 of his drawings, three oil paintings, and a large collection of Hartley memorabilia in 1955 is looked upon by many as the move which finally set events in motion and marked the start of the modern collecting phase of the Museum.

As of 1995, the Museum of Art held a total of 2,548 works of art in its collection, which is "comprised mostly of works on paper," according to a recent successful grant proposal. Among the artists represented in the Museum's

prints collection are: Winslow Homer, John Marin, and Louise Nevelson, all natives of Maine; Old Masters such as Albrecht Durer, Claude Lorrain, and Agostino Carracci; and modernist friends of Marsden Hartley, including George Bellows, Carl Sprinchorn, Mark Tobey, and John Sloan.

The addition of works by these and other artists within the past few years means that "for the first time the Museum can present a respectable survey of the history of printmaking through its collections," the grant proposal read, and represents a considerable achievement, of which the staff is quite proud.

Within the past three years the collection has more than doubled in size. In 1993-94 alone 761 works were added, an increase of almost 43%, and a milestone for the organization, which could at one time count all its possessions on a single hand.

This remarkable increase, according to Anthony Shostak, the Museum's Coordinator of Educational Programming, can be attributed first and foremost to the opening of the Olin Arts Center ten years ago. "Once the college built this museum, a lot of alumni started thinking, 'Hey, Bates is taking art more seriously,'" said Shostak, who noted that while this itself may have been a misconception, it ultimately had a very positive effect.

Alumni giving in recent years has increased dramatically, to become the mainstay of the Museum's acquisitions program. The College does have a limited amount of funds—mainly in the form of acquisition endowments—designated for the purchase of artwork, but these have resulted in the addition of only about fifteen pieces, a small number in comparison to the total of nearly 3,000.

Not surprisingly, the sharp increase in donations has resulted in a severe shortage of space within the Museum. Currently, exhibition space totals about 3800 square feet, allowing for the display of only 3% of the collection at any given time.

All of the collection is available for research and education and over 90% has been approved for exhibition and loan "with condition being a limiting factor in determining availability," according to the museum

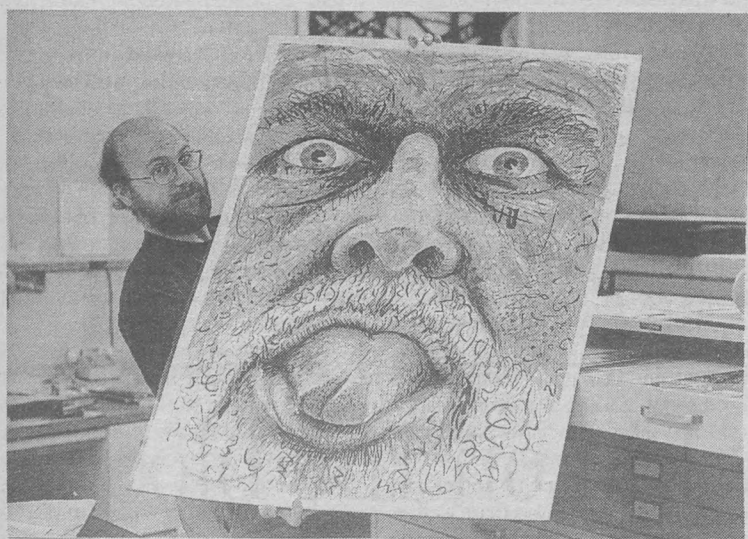
staff, but this still means that the vast majority of the Museum's holdings are in long-term storage and thus hidden from view.

Without a doubt, accessibility has been a problem in the past. This is not unusual according to Bill Low, assistant curator of the Museum. Low noted that "most museums struggle to make the general public aware that they are open and accessible," and that Bates College, pos-

"Intimate contact with the object is crucial. To be able to see a piece of artwork in person is infinitely better than viewing a photograph."

Anthony Shostak

Continued on Page 24



Anthony Shostak displays a piece of work from the depths of the storage room.
Paige Brown photo.

ARTS IN MAINE

Music

May 2: Portsmouth, N.H. band, Thanks to Gravity, will be performing with Strange Folk at the Stone Coast Brewing Company, 14 York Street, Portland. The show starts at 9 p.m. Tix: \$5. Call 773-2337.

May 12: The Portland Concert Association presents Victor Borge performing at the Cumberland County Civic Center. The show starts at 7 p.m. Tix: \$42, \$30, \$12. Call 1-800-639-2702.

Theatre/Films

May 2-19: *Safe Sex* by Harvey Fierstein and directed by Tim Grover will be performed at the Oak Street Theatre, 92 Oak Street, Portland. Performances begin at 8 p.m. Thursday-Saturday and at 5 p.m. on Sunday. Tix: \$12. (half price on Thursdays) Call 775-5103.

May 3-4: Dramatic readings of two plays, "Fish Out of Water", by Payne Ratner, and "To Be Announced", by Harlan Baker, will be performed at The Theatre Project, 14 School Street, Brunswick. Both readings will begin at 8 p.m. Call 729-8584.

May 8: A premiere screening of the restored silent film, *Evangeline*, with line piano accompaniment will be shown at Hoyts Nickelodeon Cinemas in Portland. The film begins at 7 p.m. Call 773-5051.

May 10-12, 16-19: The Lewiston Public Theatre, located on the corner of Lisbon and Maple Street, Lewiston, presents "The Foreigner" by Larry Shue. The show will be held Thursday-Saturday at 8 p.m., and Sunday at 2 p.m. Tix: \$12.50 (seniors/students \$10) Call: 782-3200.

Museum Art

Ongoing: Two exhibitions at the Bowdoin College Museum of Art, "Context Considered: Perspectives on American Art" and "Certain Uncertainties: Chaos and the Human Experience", are currently being displayed. Museum hours are: Tuesday-Saturday 10 a.m., Sunday 2 p.m.-5 p.m. Call 725-3257.

May 10: The Portland Museum of Art, 7 Congress Square, Portland, presents "Art in the Dark: Rebel Without a Cause". There will be a Lecture at 6 p.m. and a showing of the film at 6:45 p.m. Admission is free. Call 1-800-639-4067.

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Looking for a few good laughs

by Ingrid Larson

At a time when students are working on thesis proposals and preparing for their futures, many of Shakespeare's words hold true on the Bates campus, especially that "misery acquaints a man with strange bed-fellows". Yet, the Strange Bedfellows of Bates provide an alternative "acquaintance" than those to whom Shakespeare referred, as this improvisational comedy group has become an equivalent antidote to misery on the Bates campus.

In light of an era when political correctness runs rampant, the creed that "nothing is sacred in comedy" must be reconsidered. Their understanding of these changing times and changing tastes may be part of the reason Strange Bedfellows has gained popularity on the Bates Campus throughout the year.

Developed in the mind of senior Doug Williamson, Strange Bedfellows offers a fun, new approach to improvisational comedy. Over this past Christmas break, Williamson composed what he calls his "own personal guidebook to doing improv comedy" which details the philosophy, the premise, the penal code, the procedures, and the overall explanations of everything that a comedy group does.

In Williamson's own words, "It's pretty all-encompassing." In January of this year, he held auditions for three weeks, offering much on-stage time to those wishing to audition. At the end of this period, Williamson had his group, which included Sachi Feris, Trevor Goodyear, Marino Inchaustegui, Justin Lander, Niles Lindenfelser, Jon Pereira, and Jen Weiers.

Williamson desired people to fill the positions in the group who possessed good listening skills, a pleasing stage presence, and, of course, a sense of humor. But perhaps the most crucial component Williamson was looking for within the group was

interaction among its members.

This compatibility became quite apparent during Strange Bedfellows' first performance at a coffeehouse sponsored by Amnesty International during the winter semester. Their first show proved very successful, and, shortly afterwards, they tried to do 'running performances' in the Den. However, their audience just did not seem to know what to expect.

Strange Bedfellows then sponsored their own Coffeehouse, at which they performed several skits, and began gaining popularity on campus. Their most recent appearance at the coffeehouse for accepted students, which was held on April 24, filled the Ben Mays Center with constant laughter throughout each of their comedy routines.

Strange Bedfellows uses many creative ideas in their comedy routines. Their skits often include activities with titles such as: freeze-change; celebrity cafe; fill-in-the-blank; shopping list; sit-kneel-stand; five-on-five-off; triple-dub; and foreign film. Most of their skits come from books or members' past experiences in improvisational comedy groups.

Some of the skits the group has done have include a comical attempt of self-open heart surgery, a "cafe" filled with celebrities such as M.C. Hammer, Daisy Duke, and Gandhi, and many interesting uses of "mayonnaise".

Strange Bedfellows try not to imitate those skits of their Bates improvisational comedy predecessors, Side Effects. As Trevor Goodyear put it, "We don't want to step on their feet", so they generally use different material than Side Effects used. Williamson optimistically said, "What happens with Side Effects will really determine where the group goes in improv. We're trying to escape the shadow of Side Effects."

Clearly, Strange Bedfellows remains their own improvisational entity. Unlike Side Effects, which is a part of the Robinson Players, Strange Bed-



The Strange Bedfellows comedy group poses for a quick shot before their chaotic experience involving an overabundant amount of mayonnaise. *Paige Brown photo.*

fellows is an acknowledged campus organization. They have their own constitution, procedures, regulations, and budget, which are components of an club that intends to be around for a while.

Strange Bedfellows realizes that it will probably, sooner or later, need to cross over to some of the material of Side Effects, which, having been in effect for eight years, has a large repertoire. But, for now, the material they have been using in their performances keeps their audiences captivated with their own improvisational comedy.

Strange Bedfellows has certainly drawn attention to itself through its comic randomness of improvisational entertainment, on and off the stage. When either inside Chase Hall

or outside on the quad, they oftentimes draw interesting responses from audiences and bystanders.

A strange group, one may say? Exactly! And presumably their intention through their name, Strange Bedfellows. The term itself comes from Shakespeare's *The Tempest*, and was discovered in a book of comedy quotations.

After a long list of potential names, the group decided that its current appellation seemed to really suit the group because the words, 'strange' and 'bed' gave it a risqué sexual connotation, yet, at the same time, it remained both a political and theatrical term. As Williamson said, "it's multifaceted, just like the group".

Multifaceted most accurately

describes Strange Bedfellows. In the future, they plan to run workshops and games, which will be open to the Bates community, in order to discover any talent that may be alive outside of their group, while having loads of fun.

Their upcoming brainchild entitled, "Strange Bedfellows Comedy Club presents Bates College Def Comedy Jam: Slathered In Mayonnaise—the show of the year" will be appearing soon at the Benjamin Mays Center. This intended "biggest and best performance at Bates College", as Williamson described it, will include improvisational comedy games, music, skits and many other original comical surprises for its audience. Keep an eye out for the details!

Joey Lawrence: The next new kid on the block?

by Josh Vallee

I really don't know what to hope for from cinema anymore.

More and more I realize that film is becoming an enlarged (though in some cineplexes, not so enlarged) version of television: "Oh look, Francine (with a tremendous regional accent of your choice), isn't that Ted Danson up there? Just look at that wig. Aren't these people on that *Friends* show? I swear they are." They'll make a movie out of anything that's been mildly successful on the small screen.

I ask myself, should I be enraged (too strong), accepting (too blah), or what? No, no, I say, we here in

audienceland must expect much more from Hollywood. We'll start here:

Joey Lawrence.

I haven't tracked his child star career as closely as most of America, but ever since I first saw cute little Joey (will he ever make like Ricky "Rick" Schroeder and change his name? Oo!) alongside Nell Carter on *Gimme a Break*, I've been harboring a king-sized soft spot for Herr Lawrence. Besides creating a world in which his wonderful, though lesser, brothers could prosper (they're all in a single program called "A Family Affair" or "Look at All Those Lawrences" or something), Joey has paved the way for teenaged

actors across the land.

Look at all of those Fox network shows: *Bev Niner*, *Melrose*, *Party of Shit*. I imagine Joey laughing his ass off at home as he watches Jason Priestley and Heather Locklear fumble around. "This is my world," he says, "Get out of it." Joey's landmark achievements on NBC's "Blossom," are the stuff of network legend, earning him Emmy after Emmy.

Joey Lawrence Olivier, as we arrive at our thesis, deserves an enormous Hollywood film career. Luke Perry got "Buffy, the Vampire Slayer" and Priestley got "Calendar Girl". Doesn't little Joey deserve as much, if not so much more, from the industry?

He was gruffly passed over for the role of Robin in each of the Batman movies (Holy duh, Batman). Keanu continues to thrive, while Lawrence, whose hair could beat the crap out of most actors any day of the week, still finds massive talents squandered in prime time. Perhaps it's that Joey has never been allowed a serious role in an action situation. Maybe it's that he refuses to do his own stunts (Joey once sat out an entire, though markedly dangerous, episode of *Blossom*, replaced by a stunt double; the show failed miserably, for seeming that stupid was nothing that a stuntman could even hope to approach).

Joey's music career was short-

lived, though highly successful, gaining him popularity across this planet, and probably others as well. Sadly, though, Joey has never really made the big time. As he ages, he must decide whether he will be able to bust through into cinema, or instead pursue his dream, to be the Secretary of Transportation (Joey loves all sorts of transportation, and would like very much to share his love with all of America. He is a very giving personality).

In what may be the twilight of a long and storied career, Joey stands at a crossroads. May the powers that be in Hollywood make the right choice, and cast him in "The New Kids on the Block Story". Imagine.

Warm weather background music

by Gabe Fried

From Bergman to burgundy Volvos, what is it that makes anything from Sweden an American fetish? Musically speaking, we've danced like queens to ABBA and turned around to the sound of Ace of Base; and now we have, perhaps, our newest Swedish meatballs, The Cardigans, skipping and chirping warmth from north on their debut Life album, released on their aptly named (and presumably independent) Minty Fresh label.

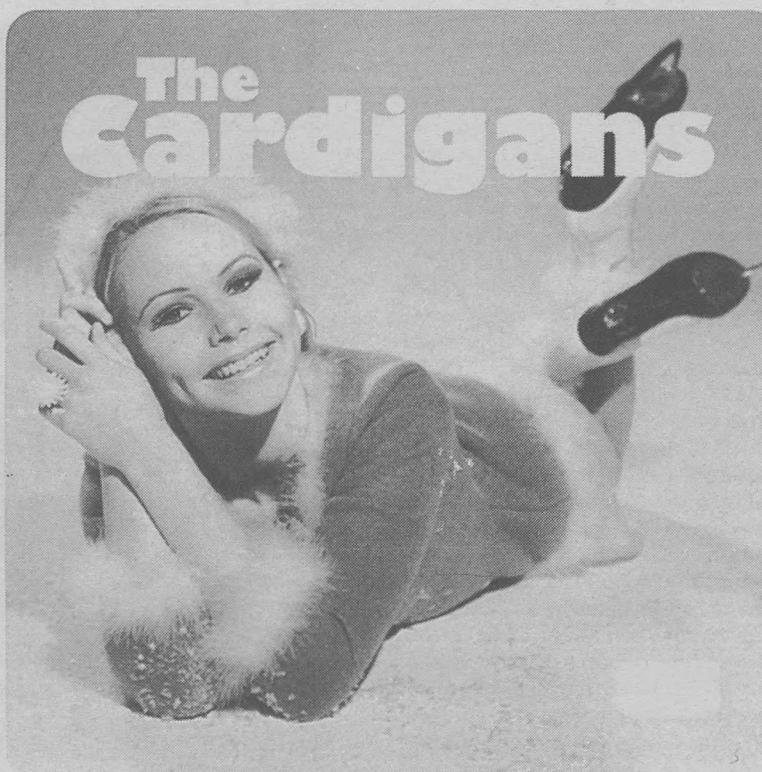
Sounding like a mix of Astrud Gilberto and the theme music to "Three's Company," these saccharine Scandinavians produce an easy-to-hear sound worthy of your favorite cocktail lounge. (That's meant as a compliment.) "Sound," by the way, is a key term: much like The Sundays and their front-woman Harriet Wheeler, what lead singer Nina Sveningsson and her Cardigan bandmates produce is difficult to break down into its musical components.

These saccharine Scandinavians produce an easy-to-hear sound worthy of your favorite cocktail lounge.

Yes, I suppose there are lyrics, but given their general lack of intelligibility, "voice" might be a more appropriate classification.

Instrumentally, Life's liner notes even categorize Peter Svensson as playing simply "music" rather than a particular instrument, presumably because his synthesized, vaguely funky, keyboarding is so clearly electronically manufactured. The Cardigans are not clearly talented musicians so much as they are talented producers.

But even if no one in the band will ever be asked to audition for Stockholm's symphony orchestra, there is a distinct and relaxed charm here. The album's first track, "Carnival," is about as sublime a pop song as you're ever going to experience. Its ubiquitous refrain—"I will never know / 'cause you will never show / C'mon and love me now, c'mon and love me now"—sounds lovely over and over again. 'Why, the air is so warm and I'm driving with the top down,' you think when you hear it.



'But I won't drive too fast; what's the rush?' the song seems to wonder.

Indeed, it's a little strange that a group from such a cold part of the world produces music that embodies warm weather to such a great extent. Indeed, Life's second tune, "Daddy's Car," informs us that "We

took off that sunny day / packed our things and went away / me and friends in Daddy's car / to find out how summers are." This ditty's meandering yet boppy pogo-stick of a melody, intertwined with dreamy harmonies, convincingly yields the spirit of a drowsy, carefree adventure.

Although "Carnival" is by far the album's best number, there is a truly appealing kind of monotony that the rest of Life produces. The Cardigans are not what you'd call a multifaceted band; instead, they take one idea—syrupy pop music—and stroll with it, so to speak.

The mood of the tracks does vary a little bit: "Celia Inside," for example strikes a more melancholy chord both musically and lyrically ("She will not be bothered at all / She just watches the water and fog / So you should give them just what they need: / water and poetry"). "Tomorrow," on the other hand, is slightly more upbeat and is, incidentally, the only song which, for just a few bars, sounds remotely ABBAesque.

For the most part, though, The Cardigans are like a lazy, beautiful day, with just enough energy to skip around from here to there. They are a mood, and a good one, more of a "Happy Meal" (the album's final track) than a "Sabbath Bloody Sabbath" (its penultimate song). Don't expect revelation. Don't expect back breaking beats. But let them be a part of your warm-weather background, and they'll do you proud. In the end, The Cardigans may not be the most influential band to come out of northern Europe, but they may be the sweetest.

Maine Mill expands Lewiston's career opportunities

Continued from Page 20

age, Foley truly seems to believe that the camera possesses a transformative power. "We take these kids out in the woods or out to Lisbon Street [to take pictures] and something happens...All of a sudden, you start to see."

The Photographic Center offers classes and summer workshops to the public, and developing facilities are also accessible to the community. A \$49 monthly fee provides full access to the gang-rooms, labs and the studio area. In addition, the Center hopes to widen its scope to include other forms of both the visual and performing arts.

A second phase is planned that will provide space for painting, drawing and art history classes, and

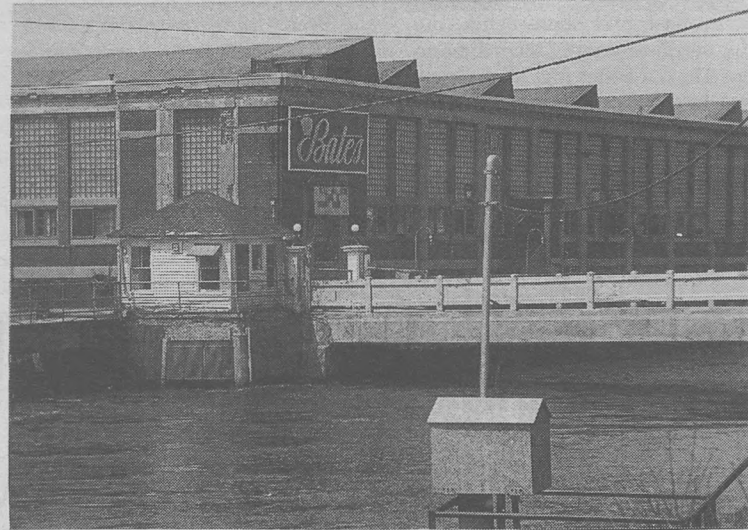
the Center has already hosted dancing lessons, conventions and art exhibitions. Foley proudly boasts that the Maine Arts Commission met for its first time in Lewiston at the Center. "We want anything of cultural value to come here," he said. "We're very accommodating."

Mary Herndon '98 took part in a Career Discovery Internship with Martha Blowen, a local artist who exhibited her "Lend a Hand" project at the Center. The piece incorporated the hand-prints of various community members, explaining their contributions to Lewiston. Herndon agreed with the Center's attempts to reach out to the community. "It's great if they can get people involved," she said, "but Lewiston's a hard community in that respect."

Foley is slightly less skeptical,

however. He and his colleagues have a tremendous vision for the Center's future. "Students are coming from all over, from Canada and Boston," said Foley. "Unique things are happening." Foley emphatically encourages Bates students and Lewiston residents to get involved in the Center's activities. "Not everyone can go to college, but that doesn't mean that you have to stop learning," he remarked. This statement concurs with another of Foley's self-styled adages, "A photograph becomes a tangible receipt of your perception of a moment in time."

By believing in Lewiston's cultural viability and the capabilities of its citizens to contribute to a culturally vibrant environment, Foley and the folks at CPACM are "retouching" traditional perceptions of Lewiston.



The Bates Mill not only serves as a photographic center, but also as its own school of learning. Paige Brown photo.

The Bates Student respectfully reminds you to do it for art's sake.

Museum reveals mystery

Continued from Page 21

sector of "a fairly typical fine arts museum," offers no exception to this. A project currently underway, which aims to optimize the Museum's relatively-cramped quarters, has recognized increased accessibility as one of its major goals.

This project, which is scheduled to be completed sometime this fall, "will provide a site for studying and researching the collection, as well as a space for educational activities" and "will also relieve some of the stress on storage," said Low. Noted Shostak, "We're actually going to be losing a small amount of square footage, but we think it will be well worth it in the end."

One of the changes involved will be the introduction of compact storage cabinets, an innovation that should place less stress on the Museum's already-overflowing facilities, housed in a climate-controlled room adjacent to the galleries on the lower level of the Olin Arts Center.

Transformation of the current 'prep' space into a seminar/study room that will be open to professors and their students represents another step. Classes will be able to meet in this room, where some objects will be on permanent display and others brought out on request.

Such a system will put the Museum's substantial holdings at the fingertips of the community it serves, while allowing the staff to more tightly regulate storage conditions.

Aside from the obvious benefits of increased accessibility and security, the basic philosophy behind the new seminar room, according to Shostak, is a belief that in studying art, "intimate contact with the object is crucial. To be able to see a piece of

artwork in person is infinitely better than viewing a photograph in a book."

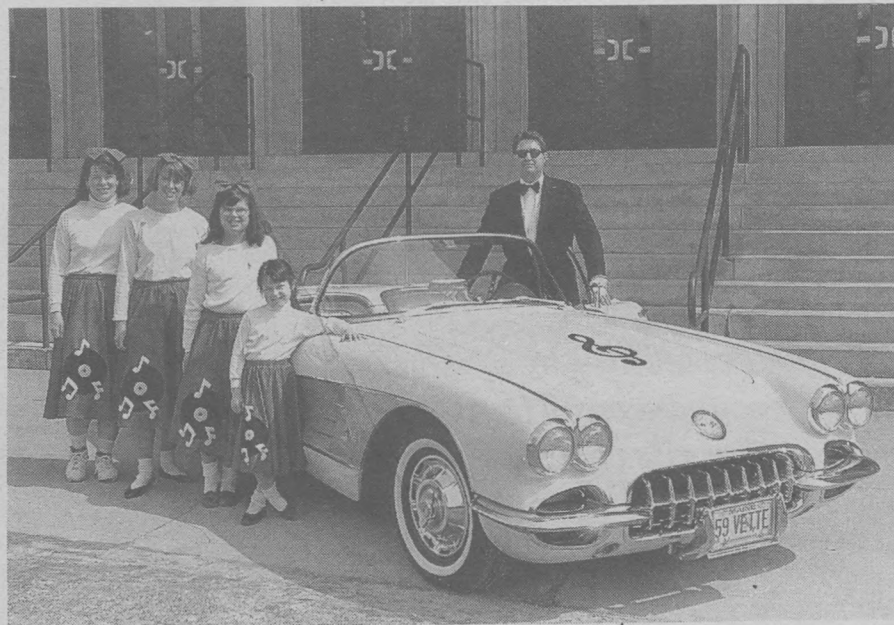
It is this same philosophy that is the cornerstone of the Museum's educational programming, outlined in its mission statement and elsewhere. "The Museum of Art endeavors to serve Bates College's students, faculty, staff, alumni, and public through the direct experience of the visual arts," declares the approved statement, which appears in the Museum's Collection Management Policy.

"As the only art museum in the southwestern region of Maine, the Museum takes its responsibility to its academic and local communities seriously," according to piece of museum literature. That fact is evidenced by the tremendous growth in the attendance of local school children, who "comprise a huge chunk of our audience" according to Shostak, within the past seven years.

In 1989, just forty children partook of the Museum's offerings. By 1994, that number had climbed to 4,600 and continues to increase. Lectures, workshops, and special tours have also done a great deal to draw members of the Lewiston-Auburn community to the Museum, and have helped foster the growth which so many supporters of the institution have long worked toward.

The Bates College Museum of Art is open year-round, Tuesday-Saturday from 10:00 am to 5:00 pm and Sunday from 1:00 to 5:00 pm. It is closed on Mondays, major holidays, and during re-installation of the galleries, which takes place about five times a year. Extended and evening hours are sometimes held in conjunction with major campus events such as Parents and Reunion Weekends. The Museum is open to the public free of charge.

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Sports

Wednesday, May 1, 1996

'Cats and bats yield loads of stats

by Cam Donaldson

Things are going well for Bob Flynn's crew as they head into the second month of the season. Having just taken two out of three from Middlebury over the weekend, optimism abounds for finishing the season with a strong showing. The swingin' Cats were 9-8 going into their first game against Colby on Tuesday.

"We should get at least one win against Colby this season," promised Co-Captain Ari Friedlander '96. "They had similar results against Bowdoin, but anything can happen in the CBB."

Bates lost a heartbreaker to Bowdoin last week, 6-5. With Bates ahead 5-4 and the Polar Bears batting in the ninth with two aboard, the game was decided on a misplayed single to center that allowed the go-ahead run to score. It was a game the Bobcats should have won, but the angels in the outfield had other plans.

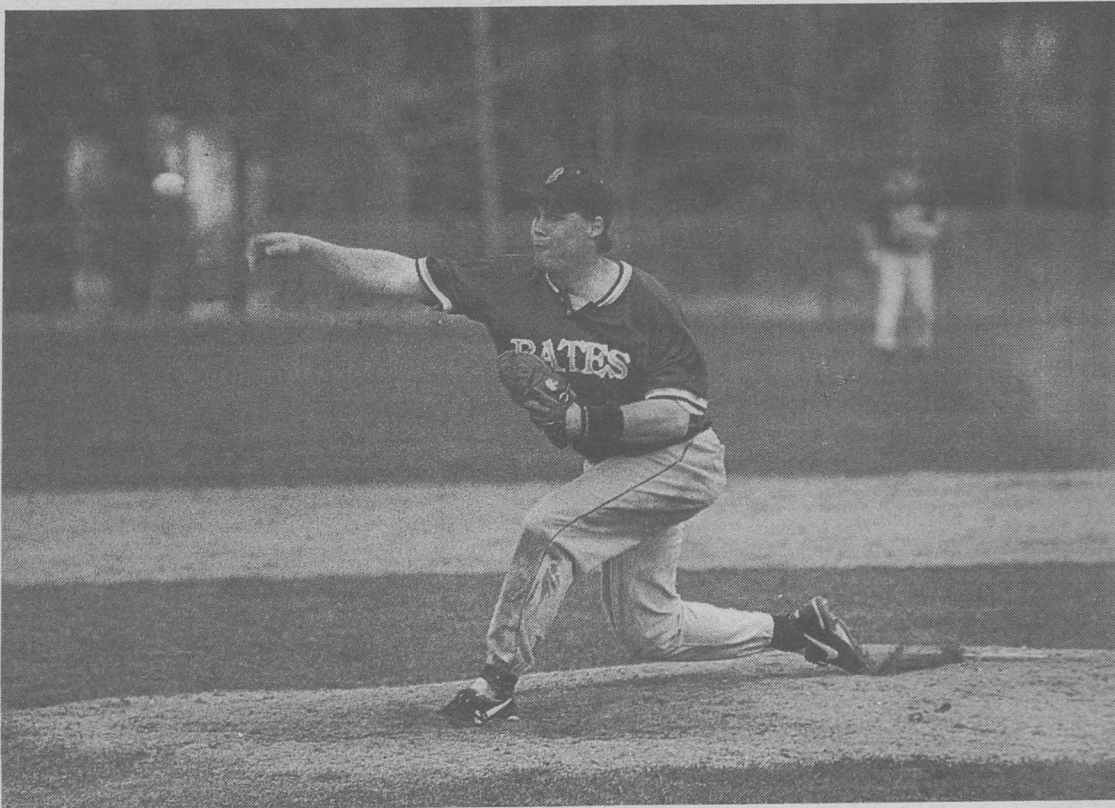
For the better part of the season, Bates' defense has been stellar. The Keystone Cops trio of Peter Lawrence-Riddell '97, Pot Cosquer '97 and Friedlander have helped rack up 23 double plays this season.

"They are close to setting the school record for double plays," said Coach Bob Flynn. "It's nice to know that, in a crunch, we are capable of getting out of the inning with a double play."

The infield is gobbling everything in sight, which has not been much with the likes of Chris Snow '98 and Jon Smith '97 on the hill. Solid pitchers and the defense to back 'em up will help contain the high-octane offenses of Trinity and Wesleyan this weekend. However, any fool with a hot dog and a score book could tell you it takes more than stingy defense to win ballgames.

"When they are down, the guys have shown they are capable of rallying back," said Flynn. "It is both rewarding for the team and personally satisfying to see that happen."

In the first game against



Bates' baseball team (9-8) has been one of the College's most successful spring sports. The starting pitcher staff, led by Chris Snow (3-3, 39 Ks in 39 innings) and Jon Smith (2-0, 3.27 ERA) has been a strong litter. Sean Doherty photo

Middlebury, the Bobcats staged a ninth-inning comeback to steal one from the Pan-

thers, 8-7. On Sunday, Bates took out the trash in a 6-0 shillacking, the first game of a doubleheader. In the rubber game, the 'Cats once again answered a call to arms in the final inning, scoring five runs but leaving the tying run on to end the series with a 7-6 loss.

"I could see it unfolding just like the day before,"

said Flynn. "For a fleeting moment I thought we

were going to get it done. We didn't pull it off, but I was very pleased to see that kind of effort on everyone's part."

The Bobcats' propensity for late-inning offensive dramatics speaks

v o l u m e s about the character of

"When they are down, the guys have shown they are capable of rallying back."

Coach Bob Flynn

the team as a whole, which is all-im-

portant in post-season play.

"A team's record is a good barometer of how things went in NES-CAC, but it does not indicate what that team is really capable of," said Flynn.

From all indications so far, the Bobcats are capable of finishing the season in fine form. Friedlander and Jeff Barricelli '97 are hitting the cover off the ball, the Keystone Cops are doing their thing and a pitching staff of talented athletes are holding opponents' bats at bay. And, lest we forget, these 'Cats know how to pin an opponent when the chips are down.

"We're pretty confident right now," said Friedlander. "We know that we are capable of rallying back against any level of competition."

Softball has suffered through a difficult 2-13 spring, to this point, but the season has not been without its highlights. Junior Heather Chichester is hitting (get this!) .500 though last weekend, with 23 hits to lead the team. For good measure, Chichester has also walked six times and been hit by a pitch, for an on-base percentage of .577. She also leads the team in runs scored (14) and runs batted in (10).

Who'd have thunk it, 'Cats swinging cat gut? But there was the men's tennis team at the NESCAC championships. Among the one-seeded singles players, Jeff Poleshek '96 advanced to the semifinals before falling to a Williams's foe. Meanwhile, second-seeded Mark Erelli '96 fell in the finals of his bracket, 4-6, 6-4, 6-0. Third-seeded Dylan Stearns made it to the semis, before giving way to an

Inside the Lines

Amherst opponent. Jeff Zink '96 also advanced to the penultimate round, losing 6-3, 6-3, as did fifth seed Lonnie Klein '98 and Brian Kend '99, seeded sixth. All in all there were plenty of seeds to go around.

Senior Kristen Puryear, noted for her play on the woman's lacrosse team (and formerly of the rugby club sport) deserves special recognition as an outstanding and dedicated student-athlete. Puryear recently completed a year-long thesis in geology, so, as we like to say in the sports biz, she knows her rocks. Congratulations on a stellar athletic and academic career, as well as for being such a beautiful Bobcat.

If it's raining when you read this, you will probably end up with a whole lot of ink on your hands. That, really, is the big problem with the newsprint medium—the impermanence of the words on the page. Don't lick The Bates Student either; it tastes just terrible, but reads real good.

A different type of Sport term

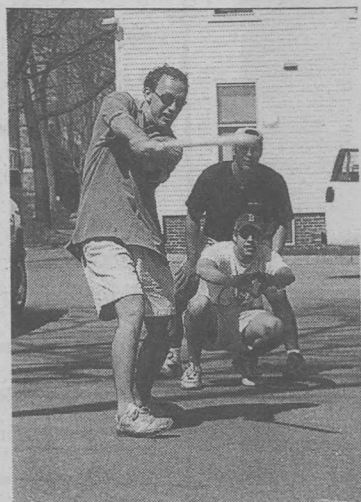
Wiffle ball: like a box of chocolates

by Josh Vallee

What is good about Wiffle Ball?

Well, for one, the bat is a brilliant shade of goldenrod. Aside from that, the advantages seem few. Pitching curveballs hurts your elbow and shoulder (I myself have had several rotator cuff replacement surgeries). Hitting is unsatisfactory, for even when you really smack the ball, it doesn't really go anywhere. Of course, it's still by far my personal favorite sport, as well as the national pastime of over three European countries, including France.

Wiffle Ball is the default sport of the generally unathletic, the lazy, and the terminally bored. There is your manifesto. I've seen entire ballparks built only for Wiffle purposes. Clearly this is a case of



Ridiculously, some students try to make wiffle ball seem that much more official by using a catcher and umpire. We weren't fooled, though. Nosiree, we're smarter than that. *Paige Brown photo*

Wiffle Ball is the default sport of the generally unathletic, the lazy, and the terminally bored.

serious leisure time. Welcome to the American spirit. When I was small, and then not so small, my father would pitch to me, and we used a tattered yellow lawn chair as the strike zone/backstop. He invented trick pitches that would dip, knuckle, curve and wobble in the most offensive ways, and I learned to hit them all. The moments of bonding were absolutely precious. I wish you had been there.

Happily, though, no real props are needed for Wiffing. I like to use two balls, to avoid having to chase after the ball after every pitch, but one is fine. Go out on the Quad, and stand in front of a tree with a Wiffle brand bat. Have your friend, or a stranger, throw

the ball towards you, and try to hit it off of their head. It's light plastic, so it won't really hurt so much. Don't worry so much.

Fight Hard, Play Games, Drink Green Sports Drinks, Find Nirvana. Go to those Great Campus-Wide Parties, Cop a Feel, Drink all that Boozy-Booze, Get Laid, Throw Up, Graduate. Throw Up Again.

No, boccie not blotchy

by Gabe Fried

There are several things you may not know about boccie, the first of which may in fact be that it is indeed spelled (at least in English) with an "e" at the end of it. You also may not know the first world championship of boccie took place in Geneva in 1951, or that if you seek for whatever reason to compete officially in the sport you would ultimately have to go through the *Unione Federazione Italiane Bocce*, the game's governing organization.

For it is an Italian game, and most of my exposure to Boccie, vaguely dissatisfied men in cardigan with corn paper, comes from France. Encounters with the sport are less viable, information: the French (or, more of the most stunning (I think) on of language, opted (some time ago no "pétanque."

Mon Dieu, that's the sound on a hot spring day in Arles! And though I learned during the year I lived in Paris that the game's participants represent, by in large, extremely conservative members of society, to the extent that some, more liberal, French people I knew refused to even watch a game in passing). You don't have to play on a regulation 75'x 8' court of sand or clay (though it helps if you want to get gritty); your balls don't have to be four to five inches in diameter (but please, call them "boccino" like the Italians). All you need is a lot of time, not a lot to do, and your worst scowl, in order to play the sport of the old country, whatever it may be.

All you need is a lot of time, not a lot to do, and your worst scowl...

what a game at that! Unfortunately, whose players are most often gans who smoke cigarettes made While this might mean my experience it does yield one exquisite piece of specifically, the Provencal), in one matopoeic decisions in the history doubt) to dub this *jeu* as

those balls make when they collide it's a game everyone can play (although it helps if you want to get gritty); your balls don't have to be four to five inches in diameter (but please, call them "boccino" like the Italians). All you need is a lot of time, not a lot to do, and your worst scowl, in order to play the sport of the old country, whatever it may be.

Experts say hacky [sic] is good for your heart

by Steve Young

I got my first hacky-sack when I was in fifth grade. I was little and watched too much TV and I secretly thought the group of druggies who hung out at the train depot wearing jean jackets were cool.

Being a preppy upright kid I was too scared to smoke like they did, or drink like they did, but I wanted to do almost everything else like they did. I got into The Doors. I wore a jean jacket. I acted burned-out.

My babysitter's brother, Lincoln, who was sixteen, maybe, was a genuine burn-out like the depot crowd, and he would come to my house with the babysitter twice a week. In a way I hated him because he was a stranger in my house, and he smoked, but I was drawn to him. One day he showed me his worn, green and white hacky sack and offered to teach me how to use it. He taught me and my neighborhood friend Sam the hard way, whipping the hacky sack at Sam's

nuts when he served it to himself (Sam wasn't warned not to serve to himself).

I do it partly because it's one of the few physical activities that I can do, and I do it partly because there's something about the druggie image that I still think is cool.

But I was awful compared to Lincoln. I felt like an idiot. I needed to practice on my own. So I asked for a hacky sack for my birthday. It was blue and white. I got it a long

with one of those "KlutZ" books that taught me how to use it. I practiced inside and outside, but it was slow-going. Eventually my babysitter left for another job and I didn't see Lincoln anymore. I lost interest in hacking by myself and put the hacky sack into a drawer where it sat for five or six years.

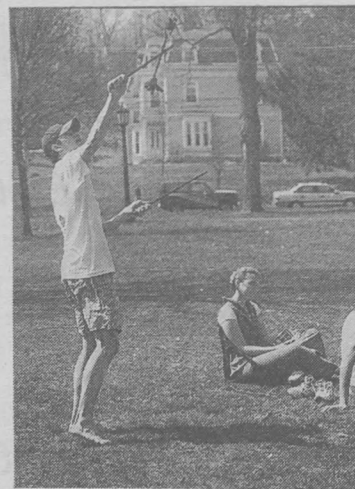


This would be an extremely big hacky-sack. We don't recommend using something this big or so devoid of anything bean-like. *Paige Brown photo*

I got into it again during Driver's Ed because people hacked during the breaks. So I practiced at home in the driveway again, showing off my improvements in the Driver's Ed hack circle.

Since then I've picked up hacking from time to time, this Short Term for example. I do it partly because it's one of the few physical activities that I can do, and I do it partly because there's something about the druggie image that I still think is cool. I like forgetting about graduation and the OCS and job-hunting by affecting disaffectedness in front of Chase Hall with my jean jacket and my hacky sack.

Pretending to be a train depot druggie allows me to emulate my childhood idols while I still have the time.



We're not sure what this is called. We're putting big money on "kielbasa-chucks," though. *Paige Brown photo*



The Softball team has been giving it their all this season, in spite of a disappointing record. But their hearts are full and their gloves are on the right hand, so to speak, and this young crew can only get better. With time, these cool 'Cats should evolve from a group of diamonds in the rough to a chisled collection of batting, pitching, and fielding champs.

Paige Brown photo



Mental illness has warning signs, too.

Withdrawal from social activities. Excessive anger. These could be the first warning signs of a mental illness. Unfortunately, most of us don't recognize the signs. Which is tragic. Because mental illness can be treated. In fact, 2 out of 3 people who get help, get better.

For a free booklet about mental illness, call the National Mental Health Association:
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"You know about that?!?"
—Angela Hao '98



"Yes, except for the little tag that said 'TAKE ME!' It didn't work."
—Tyler Fish '96



"I've never been naked on this quad." —Darcy Donald '98

Reported by Little Stevie Young Photos by Sean Doherty

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